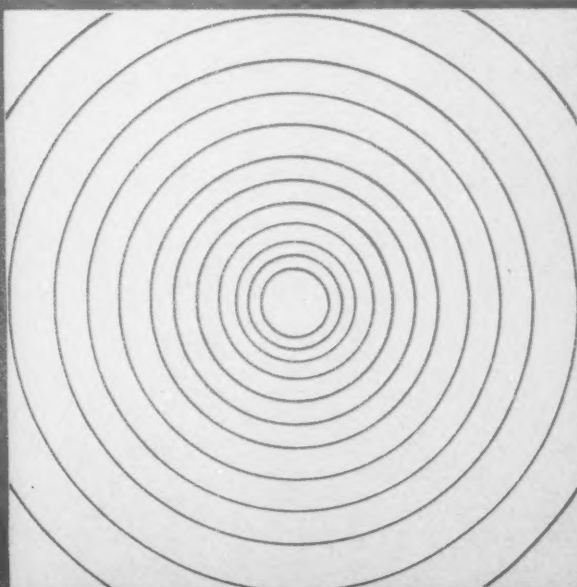


# Resources in Education

EDUCATIONAL RESOURCES  
INFORMATION CENTER

NOVEMBER 1984

VOLUME 19 • NUMBER 11



ED 245 058-246 174



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## SPECIAL ANNOUNCEMENT

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### **Alliance for Excellence: Librarians Respond to "A Nation at Risk"**

Various groups have responded to the challenge posed by the National Commission on Excellence in Education in its report, *A Nation at Risk* (ED 226 006). The latest group to respond is librarians through a new document, *Alliance for Excellence* (ED 243 885).

*Alliance for Excellence* is a report of the Libraries and Learning Society Project funded by the Department of Education. The report contains 13 recommendations which show how libraries and librarians can support the findings and recommendations of *A Nation at Risk* and make major contributions toward the development of a "Learning Society" in the United States. The document is available at \$2.50 per copy from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, as long as supply lasts. It is also available from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, Virginia 22304, in microfiche (\$.97) and paper copy (\$5.65).

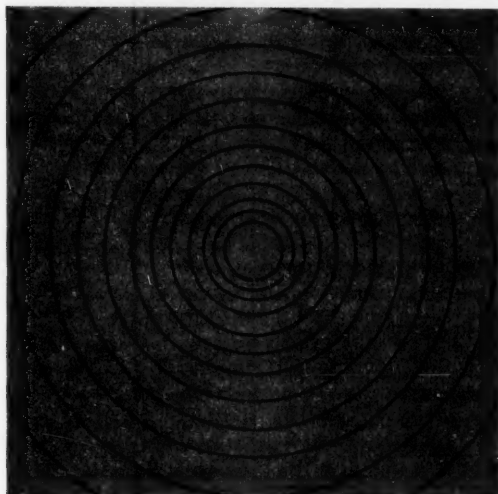
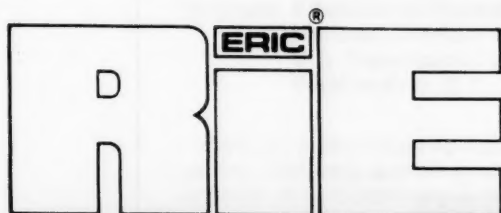
Five issue papers, prepared in advance to promote discussion and debate at five nationwide seminars whose deliberations culminated in the development of *Alliance for Excellence*, have been announced in *Resources in Education* as ED 243 886-243 890. These papers are also available from EDRS.

# RESOURCES IN EDUCATION

ED 245 058-246 174

November 1984

Volume 19 • Number 11



*Resources in Education (RIE)* is processed for printing by ORI, Inc., under contract with the National Institute of Education, U.S. Department of Education, and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved December 1980 by the Office of Management and Budget. Contents do not necessarily reflect official NIE policy.

Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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## Selected Acronyms

|       |   |
|-------|---|
| CH    | — Clearinghouse                                 |
| CIJE  | — <i>Current Index to Journals in Education</i> |
| Comp. | — Compiler                                      |
| DHEW  | — Department of Health, Education, and Welfare  |
| Ed.   | — Editor  |
| ED    | — Accession Number Prefix (ERIC Document)       |
|       | — Department of Education                       |
| EDRS  | — ERIC Document Reproduction Service            |
| ERIC  | — Educational Resources Information Center      |
| GPO   | — Government Printing Office                    |
| MF    | — Microfiche                                    |
| NIE   | — National Institute of Education               |
| OE    | — Office of Education                           |
| PC    | — Paper Copy                                    |
| RIE   | — <i>Resources in Education</i>                 |
| SN    | — Scope Note                                    |
| UF    | — Used For                                      |

## Library of Congress Cataloging in Publication

**Resources in education /** Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],  
v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8209r81jrev

### Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

⌈DNL: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432⌋

Z5813.R4

016.370'78

75-644211

⌈LB1028⌋

AACR 2 MARC-S

Library of Congress

76t8209r81jrev



## Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)  
National Institute of Education (NIE)  
U.S. Department of Education  
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

# Supplement to the

## Journal of the

### Academy of Natural Sciences

#### Philadelphia, 1892

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Entered as Second-Class Matter, May 10, 1878.

Postage paid at Philadelphia, Pa.

Vol. 18, No. 1, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

Published by the Academy of Natural Sciences, Philadelphia, 1892.

# HIGHLIGHTS Of Special Interest

## ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

|         |                      |          |                    |
|---------|----------------------|----------|--------------------|
| 1975-77 | (574 documents)..... | \$120.95 | (includes postage) |
| 1978    | (211 documents)..... | \$ 43.45 | (includes postage) |
| 1979    | (159 documents)..... | \$ 36.93 | (includes postage) |
| 1980    | (176 documents)..... | \$ 39.05 | (includes postage) |
| 1981    | (173 documents)..... | \$ 39.05 | (includes postage) |
| 1982    | (181 documents)..... | \$ 39.05 | (includes postage) |

### Citations (By Clearinghouse)

ED 245 181 CG 017 658

Gelatt, H. B. And Others  
**New Perspectives on Counseling Adult Learners.**  
 Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Kellogg Foundation, Battle Creek, Mich.; 94p.

**EDRS Price - MF01/PC04 Plus Postage.**  
 Alternate Availability—ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$5).

ED 245 182 CG 017 659

Sampson, James P., Jr. And Others  
**Implementing Computer Assisted Career Guidance and Other Computer Applications for the Adult Learner.**

Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Kellogg Foundation, Battle Creek, Mich.; 73p.

**EDRS Price - MF01/PC03 Plus Postage.**  
 Alternate Availability—ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$5).

ED 245 198 CS 007 668

Graham, Kenneth G. Robinson, H. Alan  
**Study Skills Handbook: A Guide for All Teachers.**  
 ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.; 137p.

**EDRS Price - MF01/PC06 Plus Postage.**  
 Alternate Availability—International Reading Association, 800 Barksdale Rd., Box 8139, Newark, DE 19714 (No. 858, \$5.50 members, \$8.00 non-members).

ED 245 293 CS 504 630

Rubin, Donald L. Mead, Nancy A.  
**Large Scale Assessment of Oral Communication Skills: Kindergarten through Grade 12.**  
 ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.; 130p.

**EDRS Price - MF01/PC06 Plus Postage.**  
 Alternate Availability—Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 (\$11.95; 10% discount for members).

ED 245 296 EA 016 645

Bridges, Edwin M. Groves, Barry  
**Managing the Incompetent Teacher. ERIC/CEM School Management Digest Series, Number 29.**  
 ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance; 91p.

**EDRS Price - MF01/PC04 Plus Postage.**  
 Alternate Availability—Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$4.25 plus \$1.50 shipping and handling, prepaid or purchase order).

ED 245 773 JC 840 395

Alfred, Richard L. Ed. And Others  
**Emerging Roles for Community College Leaders. New Directions for Community Colleges, Number 46.**

Journal Cit—New Directions for Community Colleges; v12 n2 1984  
 ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 129p.

**EDRS Price - MF01/PC06 Plus Postage.**  
 Alternate Availability—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$8.95).



## RIE Highlights

**ED 245 850** RC 014 780

Schell, Leo M. Burden, Paul R.

**Before School Starts: A Handbook for New Elementary Rural/Small School Teachers.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 47p.

**EDRS Price - MF01/PC02 Plus Postage.**

Alternate Availability—New Mexico Center for Rural Education, Dept 4N, Box 3 CRE, Las Cruces, NM 88003 (\$7.25).

**ED 245 851** RC 014 784

Hofmeister, Alan M.

**Technological Tools for Rural Education.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 42p.

**EDRS Price - MF01/PC02 Plus Postage.**

**ED 245 942** SE 044 676

Blasser, Patricia E., Ed. Helgeson, Stanley L., Ed.

**Investigations in Science Education. Volume 10, Number 2.**

Journal Cit—Investigations in Science Education; v10 n2 1984

Ohio State Univ., Columbus. Center for Science and Mathematics Education; 75p.

**EDRS Price - MF01/PC03 Plus Postage.**

Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

**ED 245 970** SO 015 730

Hepburn, Mary A. Dahler, Alfred

**Social Studies Dissertations, 1977-1982.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.; 270p.

**EDRS Price - MF01/PC11 Plus Postage.**

Alternate Availability—SSEC, 855 Broadway, Boulder, CO 80302 (\$14.95).

**ED 246 021** SP 024 888

Egbert, Robert L., Ed. Kluender, Mary M., Ed.

**Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.; 185p.

**EDRS Price - MF01/PC08 Plus Postage.**

Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$6.50).

## **DOCUMENT SECTION**

## SAMPLE RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

**ED 654 321**

*Smith, John D. Johnson, Jane*

**Career Planning for Women.**

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC06 Plus Postage.**

**Descriptors** — Career Guidance, \*Career Planning, Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Labor Needs, Occupational Aspiration, Occupations

**Identifiers** — Consortium of States, \*National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

**CE 123 456**

**Clearinghouse Accession Number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's Initials.**



## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

|  | Page |   | Page |
|--|------|---|------|
| AA—ERIC Processing and Reference Facility .....  | 1    | JC—Junior Colleges .....                                      | 102  |
| CE—Adult, Career, and Vocational Education ..... | 1    | PS—Elementary and Early Childhood Education .....             | 113  |
| CG—Counseling and Personnel Services .....       | 12   | RC—Rural Education and Small Schools .....                    | 124  |
| CS—Reading and Communication Skills .....        | 22   | SE—Science, Mathematics, and<br>Environmental Education ..... | 129  |
| EA—Educational Management .....                  | 39   | SO—Social Studies/Social Science Education .....              | 139  |
| EC—Handicapped and Gifted Children .....         | 58   | SP—Teacher Education .....                                    | 149  |
| FL—Languages and Linguistics .....               | 73   | TM—Tests, Measurement, and Evaluation .....                   | 157  |
| HE—Higher Education .....                        | 81   | UD—Urban Education .....                                      | 168  |
| IR—Information Resources .....                   | 93   |   |      |

### AA

**ED 245 058** AA 001 127  
Resources in Education (RIE), Volume 19, Number 11.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 84

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

### CE

**ED 245 059** CE 037 396  
Cashier/Checker Learning Activity Packets (LAPs).

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—82

Note—402p; Document is printed on pink paper. Available from—Curriculum and Instructional Ma-

terials Center, Oklahoma State Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (\$7.50 In-State, \$10.75 Out-of-State).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Career Exploration, \*Distributive Education, Human Relations, Individualized Instruction, \*Job Skills, Learning Activities, Learning Modules, Safety, \*Sales Occupations, Sales Workers

Identifiers—\*Cashiers, \*Checkers (Occupation)

Twenty-four learning activity packets (LAPs) are provided for six areas of instruction in a cashier/checker program. Section A, Orientation, contains an LAP on exploring the job of cashier-checker. Section B, Operations, has nine LAPs, including those on operating the cash register, issuing trading stamps, and completing the cash register balance sheet. Section C, Payments, contains LAPs that teach how to accept customer payments and consumer coupons and how to handle charge accounts and refunds. Section D, Handling Merchandise, has LAPs on types of produce, weighing and pricing produce, and bagging orders of merchandise. Section E, Human Relations, has LAPs to teach good relationships with others: human relations, in general; and maintaining good customer relations. Finally, Section F, Support Activities, has LAPs on stocking merchandise, placing signs on displays, assisting with store security, and maintaining store safety. Contents of each LAP may include some or all of the following components: an introduction, directions, objective, a list of learning activities to be completed, information sheets, assignment sheets, and job sheets with an instructor evaluation checklist. (YLB)

**ED 245 060** CE 037 599  
Moody, Ferman B.

Entrepreneurship Concepts for Minorities: Considerations for Vocational Education Personnel Developers.

Pub Date—4 Dec 84

Note—13p; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, \*Business Administration, \*Course Content, Curriculum, \*Educational Needs, \*Entrepreneurship, \*Minority Groups, Postsecondary Education, Secondary Education, Small Businesses, Textbook Content, \*Vocational Education

Vocational educators must find appropriate ways to provide quality entrepreneurship education and

training programs for minority youth. A review of the major entrepreneurship education curriculum products that have been identified by the National Center for Research in Vocational Education's Comprehensive Dissemination and Utilization System reveals, however, that few of these products focus specifically on the factors and considerations that should be addressed by vocational educators when serving the needs of special populations. When providing entrepreneurship instruction for minority youth, vocational instructors should emphasize the contributions that members of minority groups have made when presenting the historical role of entrepreneurship in the economic growth and development of this country. In addition, instructors must stress the importance of "hard" and "smart" work in the successful operation of a small business and should provide exposure to successful entrepreneurship role models. Included among the other areas that should be stressed are the need to master basic skills and management competencies, the importance of establishing networks and coalitions, and the benefits to be obtained from working with the Office of Minority Business Development Agency (OMBD). Finally, when providing entrepreneurship education, vocational instructors should address the traditional societal roadblocks that minorities face in becoming small business owners. (MN)

**ED 245 061** CE 038 103  
Lewis, Morgan V. And Others

Anticipating Future Influences on Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—101p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, Computer Oriented Programs, \*Educational Change, Educational Improvement, \*Educational Needs, \*Educational Trends, \*Futures (of Society), Job Training, Postsecondary Education, Secondary Education, \*Vocational Education

In a study conducted to identify the major forces that appear likely to influence vocational education in the next three to five years, a general model or conceptual framework was developed and modified by suggestions from a panel of experts. The following were identified as major influences: (1) a gradual decrease in the number of secondary students, with proportionately more minority and disadvantaged students at all levels and many more adult students with widely varying characteristics at the post-

## 2 Document Resumes

secondary level; (2) rapid technological change making it impossible to keep curricula and equipment up to date; (3) decreased time for vocational education at the secondary level because of stiffer academic requirements; and (4) continuing emphasis from the Federal level on facilitating access to education. The interaction of these and other broad influences indicates that secondary vocational education will have to include more communication and other basic skills; its teachers will have to change to meet the needs of a computer-oriented society; and postsecondary vocational education will be called upon to provide more occupational skills, especially to the disadvantaged, dislocated workers, displaced homemakers, and other adults. Other changes foreseen include greater links between vocational education and employers and an emphasis on providing new skills within existing programs rather than creating entirely new programs. (KC)

**ED 245 062** CE 038 550  
Plans for Action.

National Restaurant Association/American Vocational Association Advisory Council.  
Pub Date—8 Dec 82  
Note—17p; A Panel Presentation at the American Vocational Association Conference (St. Louis, MO, December 8, 1982).

Pub Type—Information Analyses (070)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cooperative Programs, \*Dining Facilities, Educational Needs, Educational Planning, \*Food Service, Foods Instruction, Industrial Training, \*Institutional Cooperation, On the Job Training, Postsecondary Education, Program Improvement, \*School Business Relationship, Secondary Education, State Programs, Vocational Education, Work Experience Programs

Identifiers—American Vocational Association, National Restaurant Association

This document contains transcripts of nine speeches presented at a panel discussion. During the panel presentations, speakers, who are restaurateurs, food service vocational teachers, food service program coordinators, and industry association representatives, described the programs with which they are involved. The programs range from having food service teachers on the boards of state restaurant associations, to having a McDonald's restaurant in a high school, to various cooperative and teacher education programs. The programs are carried out in many states. All speakers stressed the benefits of cooperation between the restaurant industry and school vocational food service programs, and cited the need for increased types of cooperation in the wake of educational budget cuts. (KC)

**ED 245 063** CE 038 890

Robinson, Nancy Selkirk, Betty  
Learning with Pictures, Signs and Symbols (A Language Arts and Consumer Mathematics Curriculum for the 6-4 Level ABE Student). Final Report.

ARIN Adult Learning Center, Indiana, Pa.  
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Div. of Adult Education and Training Programs.

Pub Date—10 Aug 83  
Contract—98-3011

Note—385p.

Pub Type—Guides—Classroom—Teacher (052)—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC16 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Learning, \*Basic Skills, Community Resources, Consumer Economics, Government Role, \*Instructional Materials, Learning Disabilities, Legislation, \*Material Development, Mathematics Instruction, Mental Retardation, Occupational Information, Reading Instruction, \*Teaching Methods

Identifiers—ARIN Adult Learning Center PA

The ARIN Adult Learning Center in Indiana, Pennsylvania conducted a project to develop language arts and consumer mathematics curricula for O-4 level adult basic education (ABE) students. Using the five knowledge areas of the adult performance levels as established by the University of Texas, (consumer economics, health, occupational knowledge, community resources, and government and law), the project highlighted one subtopic from each area. Within this subtopic, language arts and

mathematics skills were emphasized. For example, within the knowledge area of consumer economics, money is the subtopic. The mathematics and language arts skills stressed are counting all coins and reading and writing money words. For these topics, more than 300 laminated color-coded 5 x 8 cards were developed, along with a diagnostic checklist, student work sheets, student progress sheets, and additional references. The materials were pilot tested with a group of 12 mentally handicapped persons and shown to be helpful in teaching the skills they covered. (The document includes copies of the 300 5 x 8 cards; these are not laminated nor color coded.) (Author/KC)

**ED 245 064** CE 038 970

Athanasou, James A.  
A Computer Program for Experimental Use in Vocational Guidance and Research.  
New South Wales Dept. of Industrial Relations, Darlinghurst (Australia).

Report No.—ISBN-0-7240-8272-7

Pub Date—Apr 84

Note—75p; Marginally legible.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Choice, Career Education, \*Career Exploration, \*Career Guidance, \*Computer Oriented Programs, \*Computer Software, Educational Attainment, Foreign Countries, Higher Education, Occupational Information, Program Evaluation, Secondary Education, Student Educational Objectives, Values, Vocational Interests, Work Attitudes

Identifiers—\*Australia, \*Computer Assisted Guidance

A computer-assisted vocational exploration package has been designed for use in guidance and research by senior high school students in Australia. Intended to complement the work of psychologists, counselors, and guidance officers, the OSSIE (Occupational Selection by Similar Interest Exploration) package relies upon the individual's stated interests, values, and potential educational level to focus on occupational choice. The program, which takes approximately 30-40 minutes to complete, is interactive, self-adaptive, and user-friendly. Six components comprise the package. The introduction is a guide to the package and initial assessment of choices. Using the next five subsystems, the student (1) examines 10 career interest categories and rates the importance of each one, (2) determines/variables the level of education and training sought, (3) rates self and five preferred occupations on 13 work values, (4) chooses and compares all five occupations in a simulated exercise, and (5) evaluates OSSIE and is provided with a summary of his/her responses. Preliminary results from a field trial indicate that students found career guidance more interesting with the use of computers and support previous findings of high user acceptance and liking for interactive guidance programs. (A sample OSSIE transcript is appended.) (YLB)

**ED 245 065** CE 038 994

Holmes, Dallas L. Mortensen, Mark A.  
Discussion Techniques for Adult Educators.

Utah State Univ., Logan.  
Spons Agency—Utah State Board of Education, Salt Lake City, Div. of Adult Education and Training.

Pub Date—83

Note—36p; For a related document, see CE 038 995.

Available from—Conference and Institute Division, UMC 50 A, Utah State University, Logan, UT 84322 (Videotape loan charge—\$15.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Education, Classroom Techniques, \*Discussion (Teaching Technique), \*Discussion Groups, \*Group Discussion, \*Guidelines, Interpersonal Communication, Leaders Guides, Postsecondary Education, \*Problem Solving, Teaching Methods, Workshops

Identifiers—Buzz Groups, Chain Reaction Forum (Technique), Huddle Groups, Reaction Symposium (Technique)

This manual describes four discussion techniques that may be used in an adult education setting following a presentation by one or more resource persons. These four techniques—the huddle group, the buzz group, the chain reaction forum, and the reaction symposium—are designed to help the learner acquire information, develop skills in problem solv-

ing, and learn how to apply the knowledge he or she has gained. The first section of the manual provides background material for using the discussion techniques, such as planning criteria, qualifications for resource leaders, and discussion criteria. The manual then focuses on the four discussion techniques, including an introduction and overview for each and explaining how to put them into use. A bibliography and list of suggested readings complete the guide. (This booklet can be used in conjunction with a separately available videotape.) (KC)

**ED 245 066** CE 038 995

Mortensen, Mark A. Holmes, Dallas L.  
The Use of the Nominal Group Technique.

Utah State Univ., Logan.  
Spons Agency—Utah State Board of Education, Salt Lake City, Div. of Adult Education and Training.

Pub Date—83

Note—34p; For a related document, see CE 038 994.

Available from—Conference and Institute Division, UMC 50 A, Utah State University, Logan, UT 84322 (Videotape loan charge—\$15.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Education, Classroom Techniques, \*Discussion (Teaching Technique), \*Discussion Groups, \*Group Discussion, \*Guidelines, Interpersonal Communication, Leaders Guides, Postsecondary Education, \*Problem Solving, Teaching Methods, Workshops

Identifiers—\*Nominal Group Technique

The Nominal Group Technique (NGT), developed by Andre Delbecq and Andrew Van de Ven at the University of Wisconsin in the 1960s, is used to enhance the generation, exploration, and communication of ideas relevant to problem-solving situations. The NGT is unlike other typical interacting group techniques in that individuals work in the presence of others and do not interact initially but only at specified times. Written syntheses of ideas are generated by each participant and are sequentially shared for group members to view. NGT is, then, a systematic instructional activity that attempts to provide an orderly mechanism for problem solving by obtaining a qualitative measure from group members about their feelings, attitudes, and perceptions of a problem area. This short manual describes the NGT and explains how to put it to use. Sections include the advantages of NGT, applications and constraints to its use, an outline of the six stages of the NGT and a more detailed look at each of these stages (formulating the NGT question, generation of ideas, round robin, discussion, voting, and tabulation), factors circumvented by NGT, and how to set up an NGT meeting. A checklist of materials needed, a bibliography, and suggested readings are included in the guide. (This booklet can be used in conjunction with a separately available videotape.) (KC)

**ED 245 067** CE 039 048

Fauley, Franz E.  
Effective Use of New Communication Technologies.

Pub Date—7 Dec 83

Note—13p; Paper presented at the Training '83 Convention (New York, NY, December 7, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Computer Assisted Instruction, \*Computer Software, \*Courseware, Educational Games, Educational Media, Educational Practices, Educational Trends, \*Futures (of Society), Instructional Materials, \*Material Development, Postsecondary Education, State of the Art Reviews, Trainers, \*Training Methods

Until the last two or three years, three forces inhibited the acceptance of computer-assisted instruction (CAI). These were the fear on the part of traditional trainers of displacement by machines, the poor quality of existing courseware and limited capability of accompanying hardware, and the poor price and performance characteristics of existing hardware. More recently, however, several forces have begun to gather momentum and are now effecting a dramatic change in the technology of CAI. New CAI technologies that substantially reduce training time and travel costs, the development of more interesting and effective courseware, and the gradual acceptance of CAI as an effective method of instruction have all fostered the increased popular-

ity of CAI instructional technologies. As the field of high-technology training matures, it is likely that the acceptance of computer-driven training methodologies will undergo an accelerated pace in all facets of business and industry. The forces contributing to this increased acceptance will stem from the continued popularity of educational games, from advances likely to emerge from work now being done in the area of artificial intelligence, and from the improved recordkeeping capability of stand-alone training systems that allow for immediate transfer of student records to a centralized main-frame database. (MN)

**ED 245 068** CE 039 049  
Education for Employment Policy Study. Public Hearings. Special Report.

Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.  
Pub Date—Dec 83

Note—21p; For related documents, see CE 039 050-051.

Journal Cit—Speaking Freely; v1 n1 1983  
Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Education, Delivery Systems, Educational Improvement, \*Educational Needs, \*Education Work Relationship, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, Employment Potential, Employment Problems, Employment Qualifications, Hearings, Job Search Methods, Job Skills, Postsecondary Education, \*Program Improvement, School Role, Secondary Education, \*Statewide Planning, Student Attitudes, \*Vocational Education, \*Work Attitudes

Identifiers—\*Illinois

This report contains a condensation and highlights of public hearings held by the Illinois State Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC) on the subject of improving education to prepare youth for employment. During the hearings on this topic, 100 witnesses testified, addressing three major issues determined in advance by the council. These issues were the following: (1) state and local roles in education for employment and what outcomes should be emphasized at each educational level; (2) effective delivery of programs and services related to education for employment to students in public elementary, secondary, and postsecondary education programs; and (3) design of programs and services related to education for employment to meet individual as well as state and local economic needs. Throughout the testimony, educators, and especially employers, stressed the need for youth to develop proper attitudes about work and realistic expectations about job content and wages, along with basic skills. (KC)

**ED 245 069** CE 039 050  
Corrections Education. Public Hearings. Special Report.

Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.  
Pub Date—83

Note—25p; For related documents, see CE 039 049-051.

Journal Cit—Speaking Freely; v2 n1 1983  
Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Correctional Education, Correctional Institutions, Correctional Rehabilitation, Criminals, \*Educational Needs, Hearings, \*Participant Characteristics, Postsecondary Education, Program Implementation, \*Program Improvement, Rehabilitation Programs, Research Needs, School Role, \*Statewide Planning, Vocational Education, \*Vocational Rehabilitation

Identifiers—\*Illinois

This report contains a condensation and highlights of public hearings held by the Illinois State Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC) on the subject of correctional education in the state. During the hearings on this topic, 100 witnesses testified. The report is organized in four parts. The contents of Part 1 were provided to the SACVE by staff of the Corrections School District #428. The information includes not only descriptive characteristics of programs and participants, but also descriptions of

the role of and some of the concerns for educational programs within correctional facilities. Part 2 contains testimony received at public hearings relative to vocational education and adult education in correctional facilities. The testimony includes presentations made by educators in correctional institutions, by both present and former residents of correctional facilities, and by outside persons who coordinate programs with corrections programs. Part 3, which identified several research needs of corrections education, is a copy of testimony presented by the Correctional Education Association to the National Institute of Justice. The final part of the report is a dialogue among SACVE council members and corrections staff and inmates, held at a correctional facility. (KC)

**ED 245 070** CE 039 051  
Community Colleges. Public Hearings. Special Report.

Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.  
Pub Date—83

Note—24p; For related documents, see CE 039 049-050.

Journal Cit—Speaking Freely; v2 n3 1983  
Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Development, \*College Programs, \*Community Colleges, Demand Occupations, Educational Needs, Educational Planning, Employment Potential, Enrollment, Hearings, Job Skills, \*Job Training, Labor Needs, \*Program Improvement, \*Statewide Planning, Two Year Colleges, \*Vocational Education

Identifiers—\*Illinois

This report contains a condensation and highlights of public hearings held by the Illinois State Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC) on the subject of community colleges in the state. During the hearings on this topic, 100 witnesses testified. The report is organized in two parts. Part 1 contains information and data provided to the State Advisory Council by the Illinois Community College Board and the Illinois State Board of Education pertinent to community colleges in Illinois. Findings revealed by two national studies relevant to postsecondary education enrollment trends are also included. One study reflects Illinois data. Part 2 of the document contains testimony given at the public hearings that was specific to community college programs and their needs. Testimony generally reflected satisfaction with the intent of the postsecondary system in Illinois. Witnesses voiced their opinions as to how these programs could be improved in order to better prepare the participants for employment in a rapidly changing workplace. (KC)

**ED 245 071** CE 039 054  
Friedenberg, Joan. Comp. Bilingual Vocational Staff Development Resources—A Selected Bibliography.

Bilingual Vocational Education Project, Arlington Heights, Ill.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Feb 84

Contract—R-20-24-J-2534-471

Note—26p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Bilingual Education, Bilingual Instructional Materials, Educational Planning, Educational Practices, Educational Research, \*English (Second Language), \*Limited English Speaking, Minority Groups, Models, Postsecondary Education, Program Development, Resources, \*Staff Development, \*Teacher Education, Teaching Methods, \*Vocational Education

This annotated bibliography provides teacher educators and administrators with resources to use in planning and implementing pre- and inservice training for instructors serving limited-English proficient (LEP) vocational students. Described in the five sections of the bibliography are resources dealing with the following topics: instructor training models and resources, program planning instructional methods and materials for use in providing vocational training to LEP students, vocational English as a second language methodology, bibliographies of

instructional materials, and research studies on the LEP student and individuals from minority groups relative to vocational education and employment. (Author/MN)

**ED 245 072** CE 039 056  
Duffill, C. J.

Self-Employment and Secondary Schools.

Western Australia Education Dept., Perth.

Pub Date—Apr 84

Note—40p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Business Administration, Business Education, \*Career Education, \*Education Work Relationship, \*Entrepreneurship, Foreign Countries, \*Job Development, Labor Market, Models, \*Secondary Education, \*Small Businesses, Unemployment, Vocational Education

Identifiers—\*Australia (Western Australia), \*Self Employment

Career education tends to focus on the bureaucratized sector of the labor market, display little understanding of the realities of the free sector (small employers), and ignore self-employment. In considering what could be done within the education system to help young people to create their own work opportunities, a model of the labor market has been proposed in which two factors are given prominence. This four-sector labor market model is: dependent formal, independent formal, dependent informal, and independent informal employment. Findings from an interview program show that young self-employed individuals thought their education was irrelevant, that the naivety of the unemployed was a strong indictment of schools, and that secondary students expressed their ambitions in terms of dependent employment. To remedy the neglect regarding preparation for entry to the independent sector, students should be made aware of self-employment as a positive work option, students should be provided with appropriate knowledge and skill, schools should provide practical business experience, and teacher development in entrepreneurship is needed. (Appendixes include a recommended state government policy and an annotated bibliography providing access to over 200 documents dealing with self-employment, small business, and entrepreneurship training.) (YLB)

**ED 245 073** CE 039 058  
Oversight Hearing on the Implementation of the

Job Training Partnership Act. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session (Los Angeles, California). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—14 Feb 84

Note—681p; Document contains small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF04 Plus Postage. FC Not Available from EDRS.**

Descriptors—Adults, Career Education, \*Compliance (Legal), \*Employment Programs, \*Federal Legislation, Federal Programs, Hearings, \*Job Training, \*Program Effectiveness, Program Implementation

Identifiers—\*California (Los Angeles County), Congress 98th, \*Job Training Partnership Act 1982

This is a Congressional oversight hearing on the implementation of the Job Training Partnership Act (JTPA). Its purpose is to review the Los Angeles (LA) County JTPA program, with special focus on the policies driving the program. Testimony includes statements, prepared statements, letters, and supplemental materials from Congressmen, State Senators, and program participants and from individuals representing the Planning Committee of Private Industry Council; LA Regional Coalition of Service Providers; California State Job Training Coordinating Council; LA County Board of Supervisors; Western Center on Law and Poverty; Legal Aid Foundation; JTPA Office, Employment Development, State of California; LA County Private Industry Council; Opportunities Oversight Committee; and the Senate Committee on Health and Welfare, California Legislature. The text of Public Law 97-300, the JTPA, is followed by over 400 pages of appendices with additional materials submitted for inclusion in the record, including correspondence, articles, and program reports. (YLB)



ED 245 074

CE 039 059

**Literature: A Discovery for Adult Learners. Final Report.**

Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Pub. Date—83

Note—100p.

Pub. Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adult Education, \*Adult Programs, \*Cooperative Programs, Educationally Disadvantaged, \*Library Instruction, Library Role, \*Library Services, Library Skills, \*Public Libraries, Referral, State Programs

Identifiers—\*Louisiana

A project was initiated to develop a cooperative relationship between local adult education programs and public libraries. It was hoped that this relationship would result in greater use of library services by undereducated adults. In return, it was anticipated that libraries would refer undereducated adults to adult education programs. While all 66 parishes in Louisiana were involved at least minimally and asked to carry out basic activities, four pilot systems were encouraged to develop strategies and activities beyond those suggested statewide. Public/parish libraries were provided with bibliographies of adult education materials by the State Library. Publicity, public service announcements, and other media instruments were developed and distributed to publicize the joint effort. Information on adult learning and adult learner characteristics was issued to librarians through direct correspondence and the State Library newsletter. A questionnaire was mailed to adult education supervisors to determine the degree of participation existing between adult education programs and libraries at the initiation of the project. (Other contents of this report include reports from pilot parishes, correspondence, and a five-page bibliography of high-interest, low reading level books.) (YLB)

ED 245 075

CE 039 061

**Employ Oral Questioning Techniques. Second Edition. Module C-12 of Category C-Instructional Execution. Professional Teacher Education Module Series.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-165-5

Pub. Date—84

Note—44p.; For related documents, see ED 241 728, ED 242 899, ED 242 951-955, ED 244 136, and CE 039 062-063.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub. Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Competency Based Teacher Education, Higher Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, \*Questioning Techniques, Speech Skills, \*Teaching Methods, Teaching Skills, \*Verbal Communication, Vocational Education, \*Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to give the teacher understanding of the characteristics of and techniques involved in effective oral questioning and to help the teacher develop skill in employing oral questioning techniques. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, checklists, and self-checks. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher assessment by a resource person. An assessment form is included. (YLB)

ED 245 076

CE 039 062

Womack, Michael E. Krause, Scot

**Combat Problems of Student Chemical Use. Module E-10 of Category E-Instructional Manage-**

**ment. Professional Teacher Education Module Series.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-161-2

Pub. Date—84

Note—64p.; For related documents, see ED 241 728, ED 242 899, ED 242 951-955, ED 244 136, and CE 039 061-063.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Bldg., University of Georgia, Athens, GA 30602.

Pub. Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Alcoholism, Case Studies, Check Lists, \*Classroom Techniques, \*Competency Based Teacher Education, \*Drug Abuse, Drug Addiction, Helping Relationship, Higher Education, Individualized Instruction, \*Intervention, Job Skills, Learning Activities, Learning Modules, Prevention, Student Teacher Relationship, Teacher Evaluation, Teacher Influence, Teacher Role, Teaching Skills, Vocational Education, \*Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional management.

The purpose of the module is to prepare teachers to deal with students who are using chemicals—alcohol and other drugs—to an extent that their performance in the classroom and laboratory is adversely affected. The module also helps the teacher to define his/her feelings about chemical use and gives skill in using prevention and intervention techniques and in providing support, reinforcement, and alternatives to students who are struggling to recover from chemical use. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes four learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, worksheets, checklists, case studies, and self-checks. Optional activities are provided. Completion of these four learning experiences should lead to achievement of the terminal objective through the fifth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 245 077

CE 039 063

Norton, Robert E. Huang, May W.

**Student Guide...to Using Performance-Based Teacher Education Materials. Second Edition.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-168-X

Pub. Date—84

Note—22p.; Revised by Lois G. Harrington. For related documents, see ED 241 728, ED 242 899, ED 242 951-955, ED 244 136, and CE 039 061-062.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub. Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Competency Based Teacher Education, Glossaries, Higher Education, Individualized Instruction, Instructional Materials, Job Skills, \*Learning Modules, Postsecondary Education, Secondary Education, Study Guides, Teaching Skills, Vocational Education, \*Vocational Education Teachers

This guide is designed to help the preservice or inservice vocational teacher or other occupational trainer understand the general nature and use of the performance-based teacher education (PBTE) materials. The information is organized in an easy-to-read, question-and-answer format. Questions that are felt to be of concern to teachers are categorized under two major headings: Part 1—Questions about PBTE in General and Part 2—Questions about the National Center's PBTE Materials. The second part addresses who developed the materials, why the modules were developed, what the modules are like, and how the modules can be used most effectively. Part 3 consists of a list of PBTE terms and their definitions that the teacher should know.

(YLB)

ED 245 078

CE 039 064

Mellon, Thomas A.

**More Effective ABE Instruction for Institutionalized Adult Alcoholics and Addicts through the Cambridge Kentucky GED Video Series. Final Report.**

Eagleview Hospital and Rehabilitation Center, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub. Date—23 Sep 83

Contract—99-3004

Note—25p.

Pub. Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Programs, \*Alcoholism, Basic Skills, \*Drug Addiction, Educational Media, Educational Practices, \*Educational Television, Field Tests, \*High School Equivalency Programs, \*Institutionalized Persons, Multimedia Instruction, Postsecondary Education, Program Effectiveness, Rehabilitation Programs, Video Equipment

Identifiers—310 Project, \*Cambridge Kentucky Educ TV GED Video Series, Eagleview Hospital PA

A project was conducted to evaluate the effectiveness of the Cambridge/Kentucky Educational Television General Educational Development (GED) Video Series as a tool for providing adult basic education (ABE) instruction to institutionalized drug addicts and alcoholics at Eagleview Hospital in Eagleview, Pennsylvania. After the integration of the Kentucky GED Series into Eagleview's adult education program, the GED teacher there experienced and effectively managed an eight-student increase in class size. After the implementation of the Kentucky GED Series, 23 Eagleview residents passed the GED certification test as compared to 15 students who passed it during the previous year. Both the teachers and students interviewed rated the reading section of the program as a most effective teaching tool. After using the Kentucky GED Series, students came in for voluntary sessions to review for the GED certification test and commented favorably on the memorability of the tests. Consequently, the Kentucky GED Video Series was determined to be an effective motivator of student participation in ABE programs, an effective classroom management tool, and an effective instructional resource for use in increasing performance on the GED certification test. (MN)

ED 245 079

CE 039 066

Thomas, Hollie B. And Others

**Development of a Facility Determination Model for Competency-Based Vocational Education Programs in the State of Florida. Final Report. From July 1, 1980 to June 30, 1983.**

Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub. Date—30 Jun 83

Note—44p.

Pub. Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, \*Competency Based Education, \*Educational Equipment, \*Educational Facilities, Educational Facilities Design, Educational Facilities Planning, Educational Needs, Equipment Standards, Facility Guidelines, \*Facility Requirements, Field Tests, Models, \*Needs Assessment, School Space, Secondary Education, State Programs, State Standards, \*Vocational Education

Identifiers—\*Florida

A project was undertaken to design and field test a facility development model for competency-based vocational education programs in Florida. During the first phase of the project, the researchers conducted an in-depth case study of programs and facilities in which successful competency-based technical education programs had been conducted. Next, an analysis was made of the discrepancies between the findings of the case study and the current standards for programs and facilities. After identifying program and facility standards for selected vocational and technical education programs, the researchers developed a model for establishing standards for competency-based programs. The model provided for identification of what is to be taught, how it will be taught, what is needed to teach the programs, and how much space is needed. The

final step in the model entails an evaluation of the space required for the program. Based on the field tests of the model in architectural drafting, automotive mechanics, and licensed practical nursing programs, the researchers recommended using a computer to assist in implementing the assessment model and revising the model to include more detailed provisions for assessing the need for instructional materials. (MN)

ED 245 080 CE 039 069

Sullivan, Kathryn

"If You've Learned It, You Can Teach It." A Guide to Planning Educational Courses, Programs and Projects.

Pub Date—Jul 82  
Note—22p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Data Collection, Educational Cooperation, Educational Needs, \*Educational Strategies, Guidelines, \*Instructional Development, Needs Assessment, \*Older Adults, Participation, Planning, Postsecondary Education, Program Evaluation, Program Implementation, Resources, Student Evaluation, \*Teaching Methods, \*Tutoring, Tutors

Identifiers—Senior Citizen Centers

This guide is designed to encourage and assist senior citizen center participants in sharing their knowledge, skills, and experiences through teaching. Addressed in the ten chapters of the guide are the following topics: a strategy for success, needs assessment and data collection, analysis of learner needs, formulation of goals and objectives, involvement of vested interest groups, development of a plan of action for the project, assembly of resources, implementation of the project, project evaluation, and revision. (MN)

ED 245 081 CE 039 070

Hollenbeck, Kevin, Ed. And Others

Displaced Workers: Implications for Educational and Training Institutions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Grant—NIE-G-83-0005

Note—328p.; Proceedings of the annual Policy Forum on Employability Development (3rd, Washington, DC, September 1983). For related documents, see ED 222 640 and ED 237 736.

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adults, Career Education, Conference Proceedings, \*Dislocated Workers, Dismissal (Personnel), Employer Employee Relationship, Employment, Employment Potential, Employment Programs, Federal Aid, Federal Legislation, Foreign Countries, Job Layoff, Job Skills, \*Job Training, \*Outplacement Services (Employment), Program Descriptions, Program Evaluation, \*Public Policy, \*Retraining, Unemployment

This volume presents 19 papers and reactor comments from the third annual Policy Forum on Employability Development, which focused on the information and program options needed to prevent and ameliorate worker displacement. The first four papers describe and assess the context of the problem. Topics include national policy and local program response, policy recommendations emanating from the forum deliberations, and employment security. Two papers address private and public responsibilities for retraining displaced workers. The next six papers and reactor comments describe and assess operating programs for displaced workers, including two programs at two-year colleges, training programs negotiated through collective bargaining by the United Auto Workers, and Bethlehem Steel Corporation's program. A presentation on international experience and reactor comments follow. The next three research and evaluation papers and reactor comments examine use of unemployment insurance data to predict economic hardship from displacement and the economic impact of the Downriver Community Conference Economic Readjustment Activity Program. Finally, broad policy options to facilitate the reemployment of displaced workers and reactor comments are made. (YLB)

ED 245 082

Hinely, Hugh Bouie, Dorothy

Implementation of Teleconference as an Inservice Delivery System for Change Agents in Vocational Education. Final Report from October, 1981 to June, 1982.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 82

Note—100p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Change Agents, \*Educational Change, \*Inservice Teacher Education, Instructional Materials, Media Selection, \*Outcomes of Education, Postsecondary Education, Program Effectiveness, Secondary Education, Teacher Education, \*Teleconferencing, \*Vocational Education Teachers, \*Workshops

Identifiers—\*Direct Mail

This study was designed to examine the impact of three different inservice delivery modes—teleconferencing, workshops, and direct mail—on vocational education teachers' use of new materials. Variables associated with the impact were the extent of the curriculum materials' use, teacher concerns, cost, and satisfaction. Selected personal characteristics as related to use of materials were also studied. Data were gathered through a 35-item questionnaire administered to 98 teachers and by telephone interviews. Results of analysis of the data suggest the following: (1) a great proportion of participants in all groups were using the materials, but the levels of use were higher for the teleconference and workshop participants than for the direct mail group; (2) the cost to conduct the workshop was much greater than the teleconference, but did not improve the level of use of the materials; (3) the direct mail participants were less satisfied with the inservice, while the levels of satisfaction were similar for the workshop and teleconference groups; (4) the concerns of the direct mail group differed from the other two groups; (5) although age and number of years of teaching affected the concerns that teachers had in the three groups, the degree of implementation of materials was not affected by these personal characteristics. As a result of the study, recommendations were made to provide more instruction for direct mail participants and to consider using teleconferencing as a more cost-effective method of inservice education than workshops. (KC)

ED 245 083

Thomas, Hollie B. And Others

Identification of Strategies to Increase Retention of Disadvantaged Students in Nontraditional Programs in Florida. Final Report from July 1, 1982 to June 30, 1983.

Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Aug 83

Note—146p.; For the accompanying manual, see CE 039 073.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Attitudes, Counseling Techniques, Counselor Attitudes, \*Disadvantaged, \*Dropout Prevention, Dropout Research, Educational Needs, \*Educational Strategies, Followup Studies, Inservice Teacher Education, Needs Assessment, \*Nontraditional Education, Questionnaires, \*School Holding Power, Secondary Education, State Programs, State Surveys, Student Attitudes, Student Attrition, Student Placement, Student Recruitment, Teacher Attitudes, Teacher Education, \*Vocational Education

Identifiers—\*Florida

A study identified strategies for increasing the retention of disadvantaged students in nontraditional programs in Florida. The first phase of the study consisted of a review of literature concerning working women, the earnings gap between men and women, barriers to enrollment in nontraditional programs, and recruitment and retention strategies. During the next phase of the study, researchers interviewed teachers, counselors, and administrators at three vocational-technical centers, four community colleges, and five high schools, all in Florida, that were identified as having a high percentage of nontraditional students. In addition, they adminis-

tered surveys to 465 students enrolled in program areas at these 12 institutions. Based on their analysis of the information obtained from these interviews and from the survey, the researchers identified a series of recruitment, counseling, training, pretraining, placement, and follow-up strategies that appeared successful in the 12 schools examined. As a further validation measure, a cross-tabulation was made between the items included in the student survey form and the context of the strategies. After thus establishing the validity of the strategies, the researchers incorporated the strategies into a manual on strategies for increasing the retention of disadvantaged students in nontraditional vocational programs in Florida. (MN)

ED 245 084

Thomas, Hollie B. And Others

Identification of Strategies to Increase Retention of Disadvantaged Students in Nontraditional Programs in Florida. Manual.

Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Aug 83

Note—161p.; For the final report, see CE 039 072.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Role, Counselor Role,

\*Disadvantaged, Dropout Prevention, Educational Planning, \*Educational Strategies, Females, Followup Studies, Guidelines, \*Nontraditional Education, \*School Holding Power, Secondary Education, State Programs, Student Attitudes, Student Placement, \*Student Recruitment, Teacher Role, \*Vocational Education

Identifiers—\*Florida

This manual is designed to assist school personnel in their efforts to increase the number of women and nontraditional students who are recruited into and retained in nontraditional occupational preparation programs. Discussed first are the nature and scope of the problem of retaining disadvantaged students in nontraditional vocational programs, the barriers faced by nontraditional students, and general procedures for planning nontraditional vocational program recruitment and retention strategies. The remaining four chapters of the guide are devoted to recruitment, counseling, training and pretraining, and placement strategies that are targeted at increasing retention of disadvantaged students in nontraditional vocational programs in Florida. Each of these chapters consists of a series of strategy sheets that contain a strategy objective, a discussion of the strategy, procedures for its implementation, personnel and budget requirements for effective use, and instructions for evaluating the strategy. (MN)

ED 245 085

Henry, Jean And Others

Cottage Crafts Final Report. ESL Cottage Industry Education and Employment Program. July 1, 1982 - June 30, 1983. A 310 Adult Education Project.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—30 Jun 83

Note—75p.; Portions may be marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Cambodians, Cooperative Programs, Cooperatives, \*Craft Workers, Cultural Awareness, Daily Living Skills, \*English (Second Language), Folk Culture, \*Handicrafts, Job Placement, \*Job Training, Lao-tians, Marketing, Older Adults, \*Refugees, Volunteers

Identifiers—310 Project, \*Cottage Industry, \*ESL Cottage Industry Education Employment Program, Hmong People

The ESL (English as a second language) Cottage Industry Education and Employment Program was developed to provide ESL and life skills instruction to homebound and elderly refugees while, at the same time, fostering the continuation of native crafts and folklife. The program was the cooperative effort of local adult education staff, leaders and members of the local Hmong and Cambodian communities, and numbers of volunteers. The program, which consisted of an academic and a vocational component, included home-centered language and crafts instruction. Posttesting of the program partic-

ipants revealed, in most cases, a two-level jump on the English as a Second Language Oral Assessment (ESLOA) and an increase in dexterity involving the pertinent life skills area. The vocational component of the program included the marketing of crafts made by Hmong, Cambodian, and Laotian individuals at such places as museum, consignment, and needlework shops as well as at country club sales and shopping mall kiosks. This component of the program has paid for itself more than five times in terms of the income generated by the participants entering employment and in actual product sales. As a result of the program, 12 persons entered full-time employment, 14 persons entered part-time employment, and the local Hmong community has established its own cooperative food and gift store. (Appendixes include a bibliography and reading list, an outline of life skills units, sample worksheets and test, newspaper articles on the project, and results of a 1981 national survey of Indochinese craft cooperatives.) (MN)

**ED 245 086** **CE 039 081**  
Language Arts for Beginners. Teacher's Guide & Final Report. July 1, 1982 - June 30, 1983. A 310 Adult Education Project.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Jun 83

Note—467p.

Pub Type—Guides - Classroom - Teacher (052) - Reports - General (140)

**EDRS Price - MF01/PC19 Plus Postage.**

Descriptors—Adult Basic Education, Adult Learning, \*Adult Literacy, Behavioral Objectives, Classroom Techniques, Community Resources, Consumer Economics, \*Daily Living Skills, Educational Needs, Educational Strategies, \*Functional Reading, Government (Administrative Body), Guidelines, Health, Instructional Materials, \*Language Arts, Laws, Learning Activities, Lesson Plans, Occupational Information, Postsecondary Education, \*Reading Skills, Records (Forms), Safety, State Curriculum Guides, Teaching Methods

Identifiers—310 Project, Pennsylvania

This teacher's guide is designed for use in helping adult basic education (ABE) students to develop beginning language skills. Addressed in the individual units of the guide are the following topics: occupational knowledge, consumer economics, health and safety, government and law, and community resources. Each unit contains some or all of the following: a self-inventory, teacher preparation instructions, and various classroom activities in the form of games, matching exercises, puzzles, sample forms, simulations, and worksheets. Also provided in the guide is a copy of the final report of the 310 project during which the guide was developed. Included in this report are discussions of the goals of the guide, procedures for its use, characteristics of the low-level reader, strategies for working with low-level readers, development of instructional materials, and language arts for beginners. (MN)

**ED 245 087** **CE 039 085**  
Sumner, Jack A.

Innovative Models of Community Education Programs in Rural Areas.

Pub Date—16 May 84

Note—16p.; Paper presented at the Annual Conference on the Ontario Community Education Association (Sudbury, Ontario, Canada, May 16, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC19 Plus Postage.**

Descriptors—Adult Education, \*Community Education, \*Educational Innovation, \*Models, \*Program Descriptions, \*Program Effectiveness, \*Rural Areas

Identifiers—\*South Dakota

Community education programs in rural areas come up against a different set of problems than their counterparts in urban areas. These problems seem to cluster into three categories: communication, the "so what phenomenon," and the form or substance of the idea. Observations of programs in South Dakota suggest that some characteristics cut across successful models. Most of the successful programs have one of these factors or features: program leadership, program security, and support or "innovations" networks. One of the programs has combined the programming efforts of the parks and

recreation department into the school-based community education program, and this administrative configuration has provided a basis for seeking and getting financial support from other sources. Another program demonstrates the ways in which a director can work to involve the full spectrum of the community through the program. A third program is working to change the community's perception of itself as a resource through educational programs. The benefits and rewards for innovations and innovative practices provide sufficient motivation of staff and personnel that, in turn, generates more ideas and innovations. (Questions and answers are included. A listing of four innovative programs is appended.) (YLB)

**ED 245 088** **CE 039 087**  
Education for California's Changing Economy.

Observations and Suggestions from Nineteen Leaders of California Government, Business, and Education. Commission Report 83-35.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 83

Note—81p.; Original versions of these papers were presented at the Conference of the Western Interstate Commission of the Higher Education Technical Manpower Council (Sacramento, CA, May 3, 1983).

Pub Type—Opinion Papers (120) - Collected Works - General (020) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Career Education, \*Cooperation, Economic Change, \*Educational Change, Educational Policy, Employment Opportunities, \*Government School Relationship, Higher Education, Labor Market, Postsecondary Education, \*School Business Relationship, Secondary Education, Social Change, \*Statewide Planning, \*Technological Advancement

Identifiers—\*California

These statements by 19 of California's government, business, and educational leaders address the need to adapt California's schools and colleges to the rapid changes occurring in the State's economy and society. They have a common theme: government, business, and educational initiative and cooperation are needed if California is to retain its economic strength and assure its citizens' economic well-being. Ideas for consideration from these statements include the following: expanding economic and job opportunities depends on continued leadership in high technology markets, industries, and innovations; school reform is needed; a strategic plan for economic and educational policies must be developed; marketing the State requires a partnership of business, government, labor, and education; caution is needed regarding optimistic views of the impact of high technology on the labor force; concentration on high technology is taking away attention and resources from basic industries; California's economy depends on well-educated citizens with particular expertise in high technology; collaboration between universities and corporations in basic research can be to the advantage of each and to the State's and country's economic benefit; and the government should make a strong commitment to public education. Thirty-four strategies for increasing high-technology manpower in the West are appended. (YLB)

**ED 245 089** **CE 039 088**  
Gray, Thomas And Others

A Guide to Implementation of Training Products.

Research Report 1350.

Perceptronics, Woodland Hills, Calif.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—PGI-1070-81-10

Pub Date—Sep 83

Contract—MDA-903-78-C-2014

Note—75p.

Pub Type—Reports - Research (143) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, Guides, \*Information Utilization, \*Instructional Materials, Military Personnel, Military Training, \*Program Development, \*Program Implementation, \*Technology Transfer

Identifiers—Army

This guide describes a strategy for implementing new training products in operational units of the United States Army. Its purpose is to help the training developer ensure that units use and sustain new

products once they are introduced. An introduction discusses the need for this guide, its benefits, and the organization of the guide. The guide is organized into four major blocks. Block 1 provides procedures for doing an implementation analysis to identify problems likely to be encountered during implementation. In Block 2, procedures are outlined for planning an implementation program. Selecting implementation strategies and developing a plan for monitoring and feedback are discussed. Block 3 covers execution of an implementation program composed of four stages—orientation, fielding, trial, and integration—with each stage consisting of three phases: preparation, execution, and success indicators. Block 4 presents procedures for monitoring and feedback. Worksheets are provided throughout the guide to help individuals develop and carry out a successful implementation program. (YLB)

**ED 245 090** **CE 039 089**  
Volunteer English as a Second Language Instructional Program for Non-English Speaking Adults. Final Report.

Catholic Social Services, Harrisburg, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg; Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date—Jul 83

Note—36p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, \*Adult Programs, \*English (Second Language), \*Literacy Education, \*Non English Speaking, Refugees, Second Language Instruction, Tutoring, Tutors, Volunteers, \*Volunteer Training

Identifiers—\*Laubach Literacy Action, \*Literacy Volunteers of America, Pennsylvania (Harrisburg), Pennsylvania (York)

The primary goal of a multi-purpose project was to utilize both Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA) in training volunteers to teach English to refugees. Catholic Social Services trained 163 volunteers who were placed in adult basic education (ABE) classes, small group instruction settings, and one-to-one tutoring situations in York and Harrisburg, Pennsylvania. Students were recruited through brochures, bilingual posters and flyers, and word of mouth. Volunteers were recruited through notices in church bulletins, newspaper articles, public service announcements, brochures, and a display. To evaluate the project, training of tutors and their instructional methods were closely monitored, and all tutors and staff completed a questionnaire and were interviewed. Results showed that LVA tutors were younger than LLA tutors. Volunteers were mostly college graduates or individuals with prior teaching experience. LLA tutors felt more confident about their ability to begin teaching English as a second language (ESL) at the conclusion of training. Conclusions were that volunteers are best prepared if they are provided with a combination of both LVA and LLA training and ABE/ESL teachers need to be acquainted with both methods. (Appendixes include addresses of resource organizations and the questionnaire.) (YLB)

**ED 245 091** **CE 039 090**  
Bottoms, Gene

The Vocational Education Enterprise in 1980. A Statement Delivered before the House Subcommittee on Elementary, Secondary and Vocational Education.

American Vocational Association, Inc., Arlington, Va.

Pub Date—17 Sep 80

Note—128p.; Portions may be marginally legible due to broken print.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

**EDRS Price - MF01/PC19 Plus Postage. PC Not Available from EDRS.**

Descriptors—Disabilities, Disadvantaged, Educational Administration, Educational Finance, \*Educational Legislation, Education Work Relationship, \*Federal Aid, \*Federal Legislation, Females, \*Labor Force Development, Minority Groups, On the Job Training, Postsecondary Education, School Role, Secondary Education, Sex Fairness, State Programs, Vocational Education

Identifiers—Reauthorization Legislation

Vocational education serves secondary and postsecondary students, females and minority groups, special populations, and the disadvantaged. To ad-



minister vocational education, states use four basic governance structures. Keeping vocational curriculum current with the requirements of work is a continuing process. An effective program is a mix of in-school and on-the-job training and involves employers, labor, and other community leaders. Besides instruction, vocational education offers a variety of ancillary services. It plays a significant role in some states' economic development efforts and is involved with other providers of human resource development services. An infrastructure has evolved to support vocational education. Federal investment is needed to enable vocational education to contribute to the solution of national concerns. The purpose of vocational education legislation should be to enable the Federal Government to cooperate with states in improving quality employment-related education and training that provides individuals with skills that will contribute to economic stability and enhance the economy. The American Vocational Association believes the new legislation should focus on eight major themes: depressed communities, keeping programs current, national concerns, equity, state and national improvement, bridges between vocational education and other human service systems, mismatch between appropriations and expectations, and consumer and homemaking education. (YLB)

**ED 245 092** **CE 039 091**

*Sofjan, Niksa Nikola, Ed.*  
**Recurrent Education in Yugoslavia.**  
Zagreb Univ. (Yugoslavia). Inst. for Educational Research.

Pub Date—83  
Note—113p; Works of the Institute for Educational Research of the Faculty of Philosophy, University of Zagreb, Volume 29.

Available from—Jugoslavenski Pregled, Mose Pijade 8, P.O.B. 677, Belgrade, Yugoslavia 11001 (\$5.00; quantity price—\$4.00).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Adult Education, Adult Vocational Education, \*Educational Change, \*Educational Development, \*Educational Finance, Educational Innovation, \*Educational Psychology, Education Work Relationship, Employment Problems, Foreign Countries, \*Lifelong Learning, Postsecondary Education, Secondary Education, Unemployment

**Identifiers**—\*Yugoslavia

These seven papers offer an insight into the different aspects of recurrent education in Yugoslavia. "Recurrent Education and Educational Changes" considers these three processes: the "de-etatization," the democratization, and the de-schooling of education. "The Unity of Education and Work and Recurrent Education" proposes that this unity implies the transformation of recurrent education into a new concept of simultaneous education and work as the basis of the whole educational system. In "Recurrent Education and Social Equality" discussion focuses on the solution of employment problems for low complexity jobs and education for such jobs. Recurrent education is described and educational innovations and suggestions for its further development are discussed in "Present Situation and Developments in Recurrent Education." The paper, "Psychological Aspects of Recurrent Education," considers objectives of recurrent education, factors affecting successful adult learning, learning abilities, relevant experience and foreknowledge, mental fitness, and motivation for education. "Financing Recurrent Education in Yugoslavia" discusses the basic interdependence of recurrent education and the process of structural change in the Yugoslav economy. "Recurrent Education and Socialization of Education in the Context of Secondary and Higher Education Reform" discusses implications of the present educational reform in Yugoslavia. A selected bibliography and glossary are appended. (YLB)

**ED 245 093** **CE 039 093**

**The Advanced Program of Vocational Agriculture in Louisiana. Ag III and Ag IV (11th and 12th Grades). Volume I. Bulletin No. 1725.**

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—[82]  
Note—226p; For volume II, see CE 039 094.  
Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors**—\*Agribusiness, \*Agricultural Chemical Occupations, \*Agricultural Education, Behavioral Objectives, \*Conservation (Environment), Conservation Education, Farm Management, Grade 11, Grade 12, Guidelines, Instructional Materials, \*Job Search Methods, Learning Activities, Lesson Plans, Program Implementation, Secondary Education, State Curriculum Guides, Teaching Methods, \*Vocational Education

**Identifiers**—Louisiana

This curriculum guide consists of materials for use in teaching an advanced course in vocational agriculture designed for 11th and 12th grade students. Addressed in the individual units of the guide are the following topics: farm and agribusiness planning, employment-seeking skills, agricultural chemicals, and conservation. Each unit includes a series of lessons that contain some or all of the following: student objectives, a list of suggested teaching materials, a list of materials and audiovisual equipment necessary to teach the course, suggestions for field trips, student motivation techniques, a lesson outline, suggested student activities, study questions, and transparency masters. (MN)

**ED 245 094** **CE 039 094**

**The Advanced Program of Vocational Agriculture in Louisiana. Ag III and Ag IV (11th and 12th Grades). Volume II. Bulletin No. 1725.**

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—[82]  
Note—422p; For volume I, see CE 039 093.  
Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC17 Plus Postage.**

**Descriptors**—\*Agricultural Education, \*Agricultural Engineering, \*Agricultural Machinery, \*Agricultural Machinery Occupations, Behavioral Objectives, Classroom Techniques, Electricity, Equipment Maintenance, Equipment Utilization, Grade 11, Grade 12, Guidelines, Instructional Materials, Learning Activities, Lesson Plans, Metal Working, Program Implementation, Safety, Secondary Education, \*Small Engine Mechanics, State Curriculum Guides, Teaching Methods, Tractors, \*Vocational Education, Welding

**Identifiers**—Louisiana, Soldering

This curriculum guide consists of materials for use in teaching an advanced course in agricultural mechanics designed for 11th and 12th grade students. Addressed in the individual units of the guide are arc welding; oxy-acetylene welding; soldering; electricity; tractor maintenance, operation, and safety; small engines; farm structures; and cold metal. Each unit includes a series of lessons that contain some or all of the following: student objectives, a list of suggested teaching materials, a list of materials and audiovisual equipment necessary to teach the course, suggestions for field trips, student motivation techniques, a lesson outline, suggested student activities, and transparency masters. (MN)

**ED 245 095** **CE 039 096**

*Baily, Martin Neil And Others*

**Jobs for the Future: Strategies in a New Framework. Alternatives for the 1980's, No. 13.**  
Center for National Policy, Washington, DC.

Pub Date—May 84  
Note—63p; Introduction by William D. Nordhaus. Available from—Center for National Policy, 2300 M Street, NW, Suite 640, Washington, DC 20037 (\$4.00).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Change Strategies, Educational Needs, \*Educational Policy, Employment Opportunities, Employment Problems, Employment Programs, Employment Services, Equal Opportunities (Jobs), Futures (of Society), Government Role, Government School Relationship, \*Job Development, \*Job Training, Labor Market, Policy Formation, Productivity, Program Costs, Program Design, Program Effectiveness, \*Public Policy, School Business Relationship, \*Unemployment, Urban Areas, \*Youth Employment, Youth Programs

**Identifiers**—Structural Unemployment, United States

This volume consists of four articles dealing with strategies for combating unemployment in the 1980s. In the first article, entitled "The Problem of Unemployment in the United States," Martin Neil Baily examines the nature of unemployment, the inflation trade-off and the natural rate of unemployment, indicators of structural change, and sources of

increase in the natural rate. Alan Cranston, in his article entitled "The Path to Full Employment," deals with such issues as increased productivity; business labor, and government productivity teams; fiscal and monetary policy and the deficit; the fight against structural unemployment; and equal employment opportunity. The next article, "A Quarter Century of Employment and Training Policy: Where Do We Go from Here," by Sar A. Levitan and Garth L. Mangum, deals with such topics as Federal involvement in employment training programs, the past performance and problems of such programs, and an employment and training program for the rest of the decade. In the final article, "Reducing Youth Unemployment: The Case for a Fresh Approach," Stanley S. Litow and Susan Amling address the costs of youth unemployment, government response to the problem, current youth services available in New York City, Federal and city roles in such programs, and programs that work. (MN)

**ED 245 096** **CE 039 097**

*Oldsen, Carl F.*

**ADVOCNET Electronic Telecommunications System. Final Report.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—May 84

Contract—300-83-0159

Note—111p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—\*Adult Education, Communications, \*Educational Technology, Field Tests, \*Information Networks, Postsecondary Education, Program Costs, Program Development, Program Effectiveness, Program Implementation, Program Improvement, \*Telecommunications, \*Vocational Education

**Identifiers**—ADVOCNET Telecommunications Program, Dialcom, \*Electronic Mail

The Electronic Telecommunications System project was conceived to assist in the integration of telecommunications technologies such as electronic mail into adult and vocational education programs. After identifying and evaluating over 20 vendors and electronic mail systems, the researchers selected the ITT Dialcom system as the subject of a three and one-half month field test that involved a network of 16 sites. During the field test, training was provided dealing with the use of Dialcom as both a training and communication network. Planned exercises were sent via electronic mail to illustrate the applicability of the system as well as to ensure practice in its use. No technical problems were encountered and all computer systems and equipment configurations worked satisfactorily during the field test. Based on an analysis of usage data and participants' comments, the researchers concluded the Dialcom compares favorably with systems used previously and that ADVOCNET (Adult and Vocational Education Network) achieved a high degree of applicability and acceptance in a very short time. (This report, which is intended as a planning and implementation guide for installing electronic mail systems for use by adult and vocational education program improvement agencies, includes a brief report on the methodology and results of the field test, a series of recommendations, project cost figures, and the project training activities.) (MN)

**ED 245 097** **CE 039 100**

**Adult Responsibilities Curriculum Guide. Secondary Vocational Home Economics Programs (Eleventh and Twelfth Grade Levels). Bulletin 1710.**

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—83

Note—270p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC11 Plus Postage.**

**Descriptors**—Career Choice, \*Career Development, Career Education, Consumer Economics, \*Consumer Education, Consumer Science, Educational Resources, Employment Potential, Family Financial Resources, \*Family Life, High Schools, Home Economics, \*Interpersonal Relationship, Learning Activities, Marriage, \*Money Management, One Parent Family, Parent Child Relationship, \*Parenthood Education, Parent Responsibility, Parent Role, Spouses, State Curriculum Guides, Stepfamily

This curriculum guide has been developed to help junior and senior high school students who may have had no previous consumer and homemaking education courses to accept the roles and responsibilities of adulthood. Designed for a one-semester course, the guide contains five teaching units, each dealing with an area vital to the successful development of persons into mature adults. These five areas are career preparation, rights and responsibilities of adults in a consumer society, managing financial resources, building and strengthening family relationships (including marriage), and parenting roles and responsibilities. At the beginning of each unit are a brief rationale, overall objectives, and topical outline for the unit. Specific objectives are included for each topic and subtopic. Suggested student activities are coded to the content to enable students to achieve the objectives. Each topic has a resources section that lists references for materials used to develop the content and to enhance the presentation. (KC)

ED 245 098 CE 039 103

A History of the Adult Education Act.  
National Advisory Council on Adult Education,  
Washington, D. C.

Pub Date—Nov 80

Note—40p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports — General (140)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Adult Basic Education, Basic Skills, Educational Legislation, Federal Government, \*Federal Legislation, \*Government Employees, \*Government Role, Government School Relationship, \*Labor Force Development, \*Literacy Education

Identifiers—\*Adult Education Act 1966, Adult Education Amendments 1978, Economic Opportunity Act Title II, Education Amendments 1967, Education Amendments 1970, Education Amendments 1972, Education Amendments 1974

This report traces the roots of Federal involvement in adult basic education in order to place the Adult Education Act in historical perspective. A brief chronological narrative focuses attention on the Federal role in adult education in three broad program categories: education for Federal employees, labor force development programs, and programs to develop literacy and basic skills. The section that follows summarizes the provisions of adult education legislation from 1964 to 1978. It covers the Economic Opportunity Act of 1964, Adult Education Act of 1966 (Amendments of 1966), and the Amendments of 1968, 1970, 1972, 1974, and 1978. Each summary provides the legislative history, purpose, definitions, and major provisions. The final section reports the major revisions in the Adult Education Act from 1966 to 1978 under the headings used in the legislation. The year and public law number are included for each of the noted changes. (YLB)

ED 245 099 CE 039 106

Liter, Robert Lichtenstein, Stephen

A Study on One Year Enrollments in Selected Vocational Centers in New Hampshire.

Educational Training Associates, Portsmouth, NH.  
Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date—30 Jun 83

Contract—10443

Note—58p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Career Exploration, Dropouts, Educational Research, \*Enrollment, Grade 12, High Schools, \*High School Seniors, Program Effectiveness, \*Program Length, Secondary Education, \*Vocational Education

Identifiers—\*New Hampshire

A research study examined the extent and impact of one-year enrollments by 12th graders in 2-year secondary vocational programs in New Hampshire. Enrollment data from 1981-1982 and 1982-1983 school years from six rural Regional Centers were used for the sample. A review of current literature found that no other state has ever researched the prevalence of 12th graders in first-year vocational programming. Personal interviews with vocational directors, principals, guidance personnel, and teachers and a mail survey of 12th graders provided the necessary data. A sampling of responses revealed that vocational education is considered an effective

at all selected sites. Class enrollment has a greater influence over composition than the concept of 2-year sequential enrollment. Guidance personnel and several vocational directors did encourage 12th graders to enroll for career exploration. Most vocational directors, principals, guidance personnel, and students believed that necessary competencies for entry-level employment could be taught and learned in the first year. (Instruments are appended.) (YLB)

ED 245 100 CE 039 107

Stout, Vickie J. Taylor, Helen W.

Skills Needed by Information Technology Users.

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Administrators, Business Education, \*Clerical Workers, \*Information Science, \*Information Utilization, Interpersonal Relationship, \*Job Skills, Managerial Occupations, Occupational Information, Office Occupations Education, \*Professional Personnel, Skill Analysis, Teacher Attitudes

A two-phase project was initiated to establish a research base of needed information technology skills. Phase 1 identified and verified the technical, human, and conceptual skills needed by clerical, managerial, and professional personnel to use information technology effectively. Phase 2 was the national validation of such skills through descriptive survey research. Survey instruments were mailed to 360 clerical, managerial, and professional personnel; 193 respondents ranked the importance of skills. Two hundred thirty-three teachers also responded to the three survey instruments. Of the top-ranked information technology skills needed by clerical personnel, five were technical, four were human, and one was conceptual. Of the top-ranked information technology skills needed by managerial personnel, five were human, four were conceptual, and two were technical. Of the top-ranked information technology skills needed by professional personnel, six were human, three were technical, and one was conceptual. The hypothesis that there were no significant differences in employee and teacher perceptions of information technology skills was rejected for 13 of the top-ranked information technology skills for the three categories of personnel. (Selected highlights of the data analysis are presented, including overviews of the top-ranked skills for each employee classification and demographic variable data.) (YLB)

ED 245 101 CE 039 108

Owens, Thomas R. Clark, Marilyn

Job Loss and Its Effects on Dislocated Workers and Their Families.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—NE-C-00-4-0010

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adults, Career Education, \*Dislocated Workers, Dismissal (Personnel), Employment Practices, \*Human Services, Interviews, \*Job Layoff, Outplacement Services (Employment), Personnel Policy, Reduction in Force, Surveys, \*Unemployment

Identifiers—\*Pacific Northwest

A six-state depiction study of dislocated workers in the Pacific Northwest involved interviews at six selected sites and a questionnaire survey of 138 dislocated workers. Data were obtained from structured interviews with employers, union representatives, employment service staff, educators, ongoing service agencies, and emergency assistance agencies. The major contributor to high unemployment rates was a narrow economic base. Dislocated workers were more skilled than the usual pool of unemployed, in their early to mid-forties, eager to work, heads of households, and lacking in job search skills. In addition to support services provided by some employers to workers prior to layoff, state employment services, human service agencies, emergency service providers, and postsecondary institutions also helped. Collaboration among local

agencies to meet needs of dislocated workers was reported. Besides information on dislocated worker characteristics, the written survey collected data on the economic impact of unemployment. Participants reported a number of financial adjustments they had made and major financial barriers to becoming satisfactorily employed. Dislocated workers had a positive attitude toward work before and after the layoff. Information was also obtained on the layoff process, help during the layoff, job search activities, stress symptoms, and the most difficult period during unemployment. (YLB)

ED 245 102 CE 039 109

Reder, Lynne M. And Others

Memory Changes with Age-Compensating Shifts in Strategy.

Pub Date—Nov 82

Note—11p.; Paper presented at the Meetings of the Psychonomic Society (Minneapolis, MN, November 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, Comparative Analysis, \*Memory, \*Older Adults, Performance, \*Reaction Time, \*Responses, Retention (Psychology)

Identifiers—\*Retrieval (Memory)

Elderly subjects and college-age subjects were compared on the strategy used to answer a question based on information in memory. The two strategies studied were direct retrieval and plausibility. The first experiment tested the hypothesis that older subjects will rely on the plausibility strategy more than young subjects. A second experiment tested the hypothesis that the different pattern of data is due to processing differences, not differences in the strength of episodic memory traces. Performance was slower in general for older subjects. However, older subjects also tended to modify their performance to minimize the detrimental effects of inferior retention of specifics. In some conditions, older subjects outperformed young subjects even in terms of response time. This resulted from their propensity to use a strategy that depends less on exact memory and that can be more efficient in some circumstances. This strategy involved using consistency as opposed to a careful inspection of the nature of relationships found in memory. (YLB)

ED 245 103 CE 039 111

Mello, Allen

The Non-Resistance of Adults to Change.

Pub Date—23 Apr 84

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Adults, \*Attitudes, \*Behavior, Behavioral Science Research, \*Change, Psychological Studies, Psychology

The first objective of a small exploratory study was to explore the speculation that adults do not resist change, but what they do resist are expected losses that may arise in association with the change. The second objective was to acquire some preliminary findings about the types of losses that adults may expect when facing change. Thirty structured interviews were conducted with 18 females and 12 males, ranging in age from the late teens to the fifties. Respondents were questioned about an instance when he/she was requested, advised, told, or demanded to do something differently and did not do so. None of the 30 respondents were judged as identifying the change requested of them as the target of their resistance. Instead, each was judged as identifying an element within the events and issues expected by the respondent if they had engaged in the requested change. All expected losses fell within the personal and social categories. (Appendixes, comprising three-fourths of the document, include protocols of the interviews and the questionnaire.) (YLB)

ED 245 104 CE 039 112

D'Amico, Joseph J. Kershner, Keith M.

The Potpourri Approach: One Answer to Staff Development in the Post Turnaround Lane.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27,

1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, Disadvantaged Youth, Dropout Prevention, \*Educational Development, Educational Needs, \*Educational Research, \*Inservice Teacher Education, Instructional Materials, Learning Modules, Material Development, Needs Assessment, Postsecondary Education, \*Research and Development, \*Research Methodology, Research Needs, Research Projects, Research Utilization, Secondary Education, Staff Development

Identifiers—High School Academies, INROADS Program

Research for Better Schools (RBS) has operated INROADS, a career development program for minority youth, for 13 years and the High School Academies, a work-study program aimed at potential high school dropouts, for 14 years. RBS found that a new approach to educational research and development was needed when working in partnership with the private sector. Using Scriven's concepts of goal and role and adding the concept of method, RBS developed a research strategy that draws from several models: qualitative and quantitative, summative and formative, analytic description and policy information. This approach, which became known as the potpourri strategy, was found to be useful not only for identifying needs but also for developing specifications meeting those needs. Research using the strategy showed that both programs needed a stronger staff development component, and specified the content of each staff development program, as well as how they should be structured and delivered to INROADS and Academies staff. With these guidelines, self-instructional modules were developed for each staff group and field tested. Both sets of modules are currently being used by INROADS and the High School Academies. RBS concluded that the potpourri approach was a valid research strategy that has intellectual integrity and validity as a research method. They found this approach particularly well suited for their research effort in support of two business/education collaborations. (KC)

ED 245 105

CE 039 113

R. Linda R.

Office Education Students and the Meaning of Work.

Pub Date—24 Mar 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Choice, Career Development, Clerical Occupations, Cooperative Education, Cultural Context, Employment Opportunities, \*Females, High Schools, High School Students, \*Office Occupations Education, \*Sex Role, Student Attitudes, \*Student Motivation, Vocational Education, Womens Education, \*Work Attitudes

Research was conducted using an ethnographic method within a cultural reproduction framework to examine what it means to young women to be office education students in a comprehensive urban high school, and how those meanings are reproduced. The analysis is based on a year-long field study of a cooperative office education program in a mid-western urban high school, a vocational program that combines schooling and on-the-job training. The data were collected during the 1980-81 school year using participant observation at the school and worksites, formal and informal interviewing, and examination of curricular materials and school records. Findings were that, contrary to the literature, students did not view themselves as academic failures, did not dislike school, and did not have office career aspirations. Rather, enrollment in the program meant that the students were testing the world of office work, developing employable skills as something to fall back on, and accommodating themselves to the best and most likely wage labor options for women. The analysis also indicated that the meaning of work and career aspirations are misconceived as individual psychological variables. Rather, they arise from the cultural context, within which these students accept and reproduce the meaning of traditional sex roles in their vocational choice. (KC)

ED 245 106

CE 039 115

Information, Guidance and Counseling in Adult Education. Report of the Seminar (Soest, Federal Republic of Germany, September 22-24, 1981).

Council for Cultural Cooperation, Strasbourg (France).

Report No.—CC-GP3-(81)-22

Pub Date—82

Note—82p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Education, Comparative Education, Continuing Education, \*Counseling Services, \*Educational Counseling, Educational Finance, \*Educational Policy, Educational Trends, Futures (of Society), Guidance Centers, Postsecondary Education, \*Program Implementation, Program Improvement, Public Policy, \*School Role

Identifiers—Europe, \*West Germany

This document contains presentations and a summary of ideas generated at a meeting of the Council for Cultural Co-operation to discuss the state of guidance and counseling services in adult education in Europe, particularly in Germany. According to the summary, the following themes emerged from the speeches and discussion of the conference: (1) educational guidance and counseling are structural elements and therefore an integral part of the adult education system; (2) educational guidance and counseling serve the person who is seeking education, the institutions who provide it, and the adult education system as a whole; (3) counseling should be expanded; (4) when finances are scarce, more creative ways should be explored to share resources among educational and guidance functions, possibly by the use of volunteer counselors; (5) the exchange of experience among professionals in the guidance and counseling field through meetings and publication of writings should be encouraged; (6) provisions should be made to secure guidance and counseling's place as an integral part of adult education, such as through the creation of full-time positions and changes in educational policy; (7) many questions about adult education guidance and counseling need to be resolved, along with differing opinions among practitioners and educational theorists; and (8) educational guidance and counseling become plausible when they enhance adult education's ability to contribute to the solution of social problems and to remove the educational and social disadvantages in society. (A list of the participants with addresses is included in the report.) (KC)

ED 245 107

CE 039 123

Education Work Relations for the 80's. An Invitational Forum for Senior Professionals (Leesburg, Virginia, December 13-15, 1981).

American Council on Education, Washington, D.C.; American Society for Training and Development, Madison, Wis.

Pub Date—Dec 81

Note—32p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Career Education, Continuing Education, \*Cooperation, \*Education Work Relationship, \*Higher Education, \*Human Capital, \*Labor Force Development, Professional Continuing Education, \*School Business Relationship

These materials from a forum to discuss education-work issues include summaries of three working groups and excerpts from four presentations. General conclusions reached during the 2-day forum appear first. They address the need for (1) joint remedial efforts between business and higher education, (2) shared education and business responsibility for human capital development, (3) strengthening of cooperative education, (4) sharing of state-of-the-art technology, (5) identification and elimination of barriers to educator/employer interaction, and (6) improved labor market information. The summaries of the three working groups present general recommendations for improving the working relationship between the business and education communities. Excerpts from the opening remarks call education and its problems one of the economic problems of America and state that education is not changing to meet business needs and does not pro-

duce work-ready people. The focus of the second presentation is the need for investment in human capital development. Guidelines for strategic planning are given, and the notion of "revitalization centers" is offered. The third presentation considers the role of higher education in human capital development and suggests changes to provide quality continuing professional education. In the final presentation the role of the human resource development manager is addressed. (YLB)

ED 245 108

CE 039 128

Barnes, Robert E.

Ten Years of Federal Statistics on Vocational Education.

Pub Date—27 Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Evaluation Methods, Federal Programs, Postsecondary Education, Program Evaluation, \*Program Improvement, \*Reliability, Research Problems, Secondary Education, \*Statistical Bias, \*Statistical Data, \*Validity, \*Vocational Education

Identifiers—\*Vocational Education Data System

An examination was made of Federal program statistics on vocational education during the past 10 years by the Bureau of Occupational and Adult Education of the U. S. Office of Education and the National Center for Education Statistics of the U. S. Department of Education. The study found that despite a mandate for reform, the National Center's data from the Vocational Education Data System (VEDS) exhibited many of the same basic defects as the previous system. The two systems appear to have been designed to create exaggerated impressions about the scope and effectiveness of the program, as well as to sustain certain official "myths" embedded in the authorizing legislation. They have done this by manufacturing inflated program statistics, marketing inflated programs claims, and protecting inflated numbers from embarrassment. Four recommendations for reform were made: (1) do not confuse official numbers with information, (2) combat the tunnel vision of categorical programs, (3) end the conspiracy of polite silence about bad numbers, and (4) urge more restraint on legislators who demand accountability that is not feasible. (Author/KC)

ED 245 109

CE 039 132

Copa, George H.

Vocational Education: The Latest Military Recruitment?

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Needs, \*Educational Philosophy, Ethical Instruction, \*Ethics, Military Training, Moral Values, \*National Defense, Nuclear Warfare, Postsecondary Education, \*School Role, Secondary Education, \*Values Clarification, Values Education, \*Vocational Education, War

Vocational education is being asked to assist in defense preparedness as a deterrent to war and, if necessary, in war itself. As citizens, but also as educators, vocational educators particularly must examine the ethical questions concerned with that role. First, they should examine the criteria for a just war, and then consider the values inherent in the meanings of the concepts "education" and "vocation" as they relate to this ethical issue. Vocational educators should be aware of the need to think critically about the values of our society and to teach their students to think critically—although such a course is often not popular. The traditional definition of "vocation" involves a commitment to a life's work, particularly a divine or spiritual calling to a state in life. Vocational educators need to consider how that definition squares with their teaching of vocational education—is it merely passing on skills, or are there ethical and moral values to be considered? Along with the nature of vocation, educators must examine the nature of education; philosophers have imbued education with the preparation for the "good life," not just skill training. As vocational



education moves to prepare more students for careers related to military preparedness, these ethical issues become more important. They are issues that must be examined in professional journals, in meetings, and in everyday practice. (KC)

ED 245 110 CE 039 138

Hajek, Anna Marie. *And Others*.  
A Conceptual Framework for Planning and Evaluating Continuing Education in the Health Professions.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143) — Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Allied Health Occupations Education, \*Continuing Education, Educational Objectives, Educational Planning, \*Evaluation Methods, \*Health Occupations, Health Personnel, Medical Education, \*Models, Outcomes of Education, \*Participant Satisfaction, Postsecondary Education, Program Effectiveness, Program Evaluation, Program Improvement, \*Research Methodology, Research Needs, Research Reports, Vocational Education

The themes that emerge from a review of the literature on continuing education (CE) in the health professions fail either to describe the CE phenomenon adequately or to explain the disappointing results reported from CE evaluation studies. This represents a simplistic and incomplete view of CE and the effects of CE experiences. The major objective of this project was to develop a conceptual framework for the planning and evaluation of CE in the health professions that was based on a more complete understanding of the components of CE and an open systems view for describing outcome data. The initial step of this process was the critical analysis of the complex concept of CE using Guttman's facet theory and mapping sentence technique. This was followed by the integration of the conceptual definition of CE with a system view of human behavior based on the work of Brunswik. The model presented might be useful in the planning of CE experiences to insure that potential anticipated outcomes are realistic for the type (category) of program developed. In addition, using the model to design CE impact evaluation studies can help identify a range of questions to ask and thereby suggest to the evaluator appropriate data collection strategies. Finally, it might be useful to apply the model to the analysis of impact data collected as a way to bring to light information that can explain the mismatch between potential and actual program outcomes that is often reported in the literature. (KC)

ED 245 111 CE 039 139

Frückhoff, A. Braun, J.  
Adult Education Guidance and Counselling Services in the United Kingdom. European Network of Interaction Projects in Adult Education.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—CC-GP3-(81)-18

Pub Date—14 Aug 81

Note—31p.; Report of the visit to information, guidance and counselling centres in the United Kingdom (May 18-21, 1981) with an overview of the situation of similar services in Denmark, the Federal Republic of Germany, and Sweden.

Pub Type—Reports — Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Education, Comparative Education, Continuing Education, \*Counseling Services, \*Educational Counseling, Educational Finance, Educational History, \*Education: Policy, \*Guidance Centers, Postsecondary Education, \*Program Implementation, Public Policy

Identifiers—Denmark, Sweden, \*United Kingdom, West Germany

This document is a report of a visit to the United Kingdom in May 1981, to research the types and functions of the adult education guidance and counselling services available there. The report is organized in five sections. The first two sections provide a rationale for educational guidance and counselling for adults and describe the adult education system in Great Britain. Included is information on the legal bases, organizational structure, and participation

in adult education. In the third section, the authors describe the situation of guidance services in continuing education in England. They found that there is little government financial support for such services and that political investment and economical resources were lacking in England. The fourth section describes the authors' visit to three further education guidance centers in London, Hatfield, and Bradford. Information is given on the history of each center, its operations, its staff and facilities, services provided, types of clients, and future plans. The final section of the report focuses on continuing education guidance in Sweden, the Federal Republic of Germany, and Denmark as a comparison to the situation of guidance services in the United Kingdom. Appendixes to the report include reports of visits to two institutes of continuing education in London, a directory of educational guidance services for adults, and a list of participants. (KC)

ED 245 112 CE 039 141

Gilles, Steven J. Krueger, Christine A.  
Designated Vocational Instruction: An Approach to Vocational Education for the Handicapped.

Pub Date—Apr 84

Note—53p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Access to Education, \*Disabilities, Equal Education, \*Exceptional Persons, \*Inservice Teacher Education, \*Mainstreaming, \*Program Improvement, Secondary Education, Special Education, State Programs, \*Vocational Education, Vocational Education Teachers

Identifiers—\*Designated Vocational Instruction, Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction implemented, in 71 school districts, a pilot project designed to assist handicapped learners to participate in vocational education programs. The program, called Designated Vocational Instruction (DVI), is intended to improve the scope and quality of secondary-level vocational education for special needs students. DVI teachers who participate in the program attend a graduate level six-week training course at the University of Wisconsin on the DVI role, vocational education principles and practices, vocational education for handicapped learners, vocational assessment instruments and techniques, development of vocational curriculum and aspects of the Individualized Education Program (IEP), and instructional accommodation needed for handicapped learners in vocational education. Through this preparation, DVI teachers learn to assist handicapped students to enter and participate in existing vocational education programs. The DVI teacher provides support to both the vocational education teacher and the special needs student. The DVI teacher also facilitates communication between special educators, vocational educators, and student services. The first year of the program was rated a success, with 437 students served, 61 percent of whom earned at least a C or better grade in vocational education courses as a result of this instructional support. If evaluation of the program continues to be favorable, the DVI program will be continued and expanded in Wisconsin. (KC)

ED 245 113 CE 039 146

Stubbs, Jean. *And Others*.  
A Model Development Project: ABE for Maintenance Personnel, Final Report.

Allegheny County Community Coll., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—15 Jun 84

Note—231p.; Parts of this document will not reproduce well due to light type.

Pub Type—Reports — Descriptive (141) — Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC10 Plus Postage.

Descriptors—\*Adult Basic Education, Basic Skills, \*Communication Skills, Core Curriculum, Curriculum Development, \*Custodial Training, Daily Living Skills, Educational Needs, Functional Reading, Independent Study, Instructional Materials, Learning Activities, \*Mathematics Skills, Needs Assessment, \*Problem Solving, Program Development, Program Effectiveness, Program Implementation, Questionnaires, \*School Maintenance, School Surveys

Identifiers—Community College of Allegheny County PA, \*Custodians

A model program was designed to provide objective ways of measuring the academic and vocational needs of a maintenance and custodial work force and to develop a core curriculum based on the information obtained. To gather data, the researchers administered a needs assessment survey and conducted interviews of staff and management of the maintenance department of the Allegheny campus of the Community College of Allegheny County in Pennsylvania. Based on these data, a core curriculum focusing on basic problem solving, communication, and mathematics skills was developed. Classes met for two and one-half hour sessions twice weekly immediately following the work day. As a rule, classes consisted of a group lesson followed by individual work in an auto-tutorial lab. Although the follow-up questionnaire showed perceived improvement in work quality and self-image in just two cases, the developers felt that the interview and survey techniques, the sequence of meetings, the curriculum planning and format, and the subsequent classes were successful and thus merited further investigation and expansion. (Appendixes to this report, consisting of three-quarters of the document, include the interview questions, a written summary of the administrative survey, the skills survey and staff questionnaire, a problem-solving model, the project lesson packets, a student auto-tutorial journal, and a supervisor follow-up questionnaire.) (MN)

ED 245 114 CE 039 149

Vocational-Technical Education Amendments of 1984. House of Representatives, 98th Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-98-612

Pub Date—84

Note—39p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Educational Finance, \*Educational Legislation, \*Federal Legislation, Federal Regulation, \*Federal State Relationship, Hearings, Postsecondary Education, Secondary Education, \*State Federal Aid, \*Vocational Education

Identifiers—Congress 98th, \*Proposed Legislation, Vocational Education Act 1963

H.R. 4164, the Vocational-Technical Education Amendments of 1984, extends and rewrites the Vocational Education Act of 1963, the principal Federal program aiding states in providing vocational education programs for persons at the secondary, postsecondary, and adult levels. This document contains the text of the U.S. House of Representatives Committee on Education and Labor report on this legislation as it was recommended by the committee. The report covers the following information: summary of the bill, legislative consideration, need for the legislation, explanation of the provisions of the bill, oversight provisions, cost estimates, inflationary impact, and a section-by-section analysis of the amendments. Minority dissenting views on the proposed legislation are also included in the committee report. (KC)

ED 245 115 CE 039 155

Hollenbeck, Kevin Smith, Bruce.  
Selecting Young Workers: The Influence of Applicants' Education and Skills on Employability Assessments by Employers. Executive Summary.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Grant—NIE-G-83-0005

Note—59p.; For the final report, see CE 039 156.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Educational Attainment, \*Educational Background, Educational Benefits, Educational Status Comparison, \*Employer Attitudes, \*Employment Potential, \*Employment Qualifications, Entry Workers, Experiential Learning, Influences, Job Applicants, Job Performance, \*Job Skills, National Surveys, Personnel Policy, \*Personnel Selection, Questionnaires, Relevance (Education), Secondary Education, Work Experience, Youth

Identifiers—Employer Surveys

A study analyzed the explicit and implicit behav-

ior of employers in their assessment of young job applicants for entry-level clerical, retail trade, and machine trade jobs. In order to determine the influence of applicants' education and skills on employability assessments made by employers, the researchers analyzed data from almost 600 mail questionnaires that were returned by employers from across the nation. In general, employers tended to give preference to participants in relevant cooperative or experiential educational programs. Although part-time employment during school months appeared to confer a slight advantage to entry-level job applicants in the fields examined, data indicated that if part-time work during the school year jeopardized grades, it was not as advantageous from an employability perspective as was work during summers. As expected, employers preferred that job applicants have a high school diploma. In certain instances, however, work experience had certain advantages over school completion. To the extent that the researchers were able to control other variables, the personal characteristics of the application reviewer did appear to influence significantly the employability index assigned to an applicant. Based on these data, the researchers cautioned school administrators and policymakers to be aware of the emphasis that employers place on grades and to provide students with job search skills and some awareness of management principles. (Appended to this report are the survey instrument and survey response frequencies.) (MN)

ED 245 116 CE 039 156

Hollenbeck, Kevin Smith, Bruce

Selecting Young Workers: The Influence of Applicants' Education and Skills on Employability Assessments by Employers. Final Technical Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Grant—NIE-G-83-0005

Note—123p; For the executive summary, see CE 039 155.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Decision Making, Educational Attainment, Educational Background, Educational Benefits, Educational Status Comparison, Employment Attitudes, Employment Potential, Employment Qualifications, Entry Workers, Experiential Learning, Influences, Job Applicants, Job Performance, Job Skills, National Surveys, Personnel Policy, Personnel Selection, Questionnaires, Relevance (Education), Secondary Education, Work Experience, Youth Identifiers—Employer Surveys

A study analyzed the explicit and implicit behavior of employers in their assessment of young job applicants for entry-level clerical, retail trade, and machine trade jobs. In order to determine the influence of applicants' education and skills on employability assessments made by employers, the researchers analyzed almost 600 mail questionnaires that were returned by employers from across the nation. Based on this analysis, the researchers formulated a series of recommendations aimed at youth, parents, and guidance counselors; employers; and school administrators and policymakers. The researchers suggested that students contemplating careers in areas such as trades or business participate in experiential or cooperative educational programs, if given the opportunity. Employers were cautioned to avoid allowing their own personal characteristics to influence their assessment of individual job applicants and were urged to continue to check references provided by job applicants. Finally, the researchers urged school administrators and policymakers to realize the extent of the emphasis that employers place on grades as a sign of productivity and to revise existing curricula to include training in job search skills and in business organization and management principles. (Appended to this report are exhibits of materials used in employer hiring decisions, the survey instrument, and survey response frequencies.) (MN)

ED 245 117 CE 039 157

Hollenbeck, Kevin

Hiring Decisions: An Analysis of Columbus Employer Assessments of Youthful Job Applicants. Executive Summary.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Grant—NIE-G-83-0005

Note—82p; For the final technical report, see CE 039 158.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Clerical Occupations, Cooperative Education, Employee Attitudes, Employment Attitudes, Employment Interviews, Employment Potential, Entry Workers, Job Applicants, Machine Tool Operators, Outcomes of Education, Personnel Selection, Sales Occupations, Secondary Education, Vocational Education, Work Attitudes, Work Experience, Youth Employment

This study was conducted to describe and to analyze how employers respond to information presented to them on application forms and in interviews when they make hiring decisions for entry-level jobs. The approach of the study was to observe the responses of 56 employers in the Columbus, Ohio, area to simulated hiring settings concerning youthful applicants (aged 16-25) who were seeking full-time jobs in clerical, retail, or machine trade positions. The simulations, which took place at the National Center for Research in Vocational Education, required employers to rate a number of applicants first from job applications, and then from several videotaped interviews of the job candidates. In the application screening process, the employers rated work experience, relevant vocational education courses, vocational skills, good grades, and a neatly completed application form as highest factors in leading them to consider applicants further. The results of the interview ratings show that employers especially liked in the applicants a conservative business appearance, good work attitudes, correct language and grammar skills, good expressive skills, and self-confidence. The study concluded with numerous recommendations for youth and/or youth guidance counselors, employers, and school administrators. (This executive summary condenses the data obtained in the employer seminars, but contains employer comments, scripts of the interviews, and copies of the job applications, along with descriptions of how they were rated.) (KC)

ED 245 118 CE 039 158

Hollenbeck, Kevin

Hiring Decisions: An Analysis of Columbus Employer Assessments of Youthful Job Applicants. Final Technical Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Grant—NIE-G-83-0005

Note—190p; For the executive summary, see CE 039 157.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Clerical Occupations, Employee Attitudes, Employment Attitudes, Employment Interviews, Employment Potential, Entry Workers, Job Applicants, Machine Tool Operators, Outcomes of Education, Personnel Selection, Sales Occupations, Secondary Education, Vocational Education, Work Attitudes, Work Experience, Youth Employment

This study was conducted to describe and to analyze how employers respond to information presented to them on application forms and interviews when they make hiring decisions for entry-level jobs. The approach of the study was to observe the responses of 56 employers in the Columbus, Ohio, area to simulated hiring settings concerning youthful applicants (aged 16-25) who were seeking full-time jobs in clerical, retail, or machine trade positions. The simulations, which took place at the National Center for Research in Vocational Education, required employers to rate a number of applicants first from job applications, and then from several videotaped interviews of the job candidates. In the application screening process, the results of the study demonstrate the advantage of having some work experience, of having taken relevant vocational education courses, of having high levels of vocational skills, of having good grades, and of completing application forms in a neat manner. The results of the interview ratings show that behavior and appearance can affect not only employers' perceptions of characteristics such as attitude, personality, and verbal ability, but also of educational preparation, training, and work experience. The study con-

cluded with numerous findings and recommendations for youth and/or youth guidance counselors, employers, and school administrators. (This technical report contains extensive data and analysis of the information gathered through the employer seminars.) (KC)

ED 245 119 CE 039 160

Opening Lines. A Competency-Based Curriculum in English as a Second Language. A Teacher's Handbook.

Experiment in International Living, Brattleboro, VT; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.

Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Pub Date—83

Note—440p; For a related document, see CE 039 161.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Adult Basic Education, Classroom Techniques, Competence, Competency Based Education, Curriculum, Daily Living Skills, Educational Resources, English (Second Language), Indo-Chinese, Job Skills, Learning Activities, Lesson Plans, North American Culture, Refugees, Second Language Instruction, Teaching Methods

This handbook contains a hands-on curriculum for teaching everyday living skills to English as a Second Language students, especially those who have had little formal education. It emphasizes students' use of language and an understanding of U.S. culture to communicate and get along. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people. The handbook consists of seven parts: (1) an introduction that provides information about the training program for refugees that led to the development of the handbook and that explains how to use the handbook; (2) the curriculum—30 lessons, presented in four levels (pre-literate, beginning, intermediate, advanced); (3) a section on learning and teaching; (4) a section on language instruction; (5) lesson planning (including a sample lesson plan); (6) teaching techniques; and (7) an appendix that contains supplemental information such as a guide to pronunciation problems, a materials list, and questions students often ask about American culture. Among the topics covered in the lessons are greetings, family, food/clothes/money, medical, housing, shopping, calendar/telephone, geography/weather, appointments, transportation, post office/school, banking, employment, job skills, sponsors, emergencies, social life, restaurants, and community living. (KC)

ED 245 120 CE 039 161

Shifting Gears. Hands-on Activities for Learning Workplace Skills and English as a Second Language. A Teacher's Handbook.

Experiment in International Living, Brattleboro, VT; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.

Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Pub Date—83

Note—337p; For a related document, see CE 039 160.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adult Basic Education, Classroom Techniques, Curriculum, Educational Resources, Electricity, Employment Potential, English (Second Language), Indo-Chinese, Job Skills, Job Training, Learning Activities, Lesson Plans, Mathematics Instruction, Refugees, Secondary Education, Second Language Instruction, Sewing Instruction, Teaching Methods, Units of Study, Vocational Education, Woodworking

This curriculum handbook uses a hands-on approach to teaching basic skills and language for the U.S. workplace to students who are not familiar with many common tools and procedures. Although designed for Southeast Asian refugees, the curriculum can be adapted for use with other groups, including older adults or young people. The handbook consists of these parts: (1) an introduction that provides information about the training program for refugees that led to the development of the handbook and that explains how to use the handbook; (2) the curriculum, made up of two units, each unit containing 12 activity lessons; and 34 numbers lessons to be used concurrently; (3) a sample lesson plan and a selection of teaching techniques; and (4)

an appendix containing supplemental information, such as handouts, technical notes, and lists of materials. Some of the topics covered in the activity lessons include water systems, electrical wiring, using a drill, wiring and soldering, measuring with string, circuits, reducing a drawing, sewing machines, a test light, planning and sawing a cutting board, taking inventory, patterns, using time sheets, sewing a bag, making a terminal board, designing boxes, plumbing diagrams, and making a lamp. (KC)

ED 245 121

CE 039 162

Shiver, Thirish G.

An Impact Analysis of an Inservice Resource Team Approach for Teachers of Disadvantaged Learners. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 84

Note—96p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competence, \*Disadvantaged, Educational Research, Higher Education, \*Individualized Instruction, \*Inservice Teacher Education, Postsecondary Education, \*Program Effectiveness, Secondary Education, Teacher Attitudes, Teaching Skills, \*Vocational Education Teachers

Identifiers—Pennsylvania  
A Nonequivalent Control Group Design, an analytical evaluation technique, was used to assess the effectiveness of an individualized inservice approach for vocational teachers of disadvantaged learners in Pennsylvania. The experimental group consisted of vocational teachers volunteering to participate in an individualized inservice program; the control group consisted of vocational education teachers enrolled in an inservice graduate course. In addition to the teachers, administrators in the teachers' local schools and resource team members from the university working with the teachers provided feedback regarding the teachers' abilities to work with disadvantaged students. Both groups were administered four instruments designed to assess competence in performing tasks related to teaching the disadvantaged and to determine the perceived effectiveness of the inservice training program. Data revealed that teachers approved of both approaches. Analysis of posttest scores indicated teachers in both groups showed an increase in their competency to work with the disadvantaged. (Instruments are appended. Thirteen tables are provided.) (YLB)

ED 245 122

CE 039 163

Supporting YTS. Second Edition.

Further Education Unit, London (England).

Pub Date—May 84

Note—95p.; For the first edition, see ED 230 716.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Foreign Countries, Higher Education, \*Job Training, Off the Job Training, \*Postsecondary Education, Program Evaluation, \*Program Implementation, \*School Role, Staff Development, \*Vocational Education, \*Work Experience Programs, Youth Employment

Identifiers—\*Youth Training Scheme (England)

This document is a guide to the implementation of the Manpower Services Commission's (MSC) Youth Training Scheme (YTS) in Great Britain. It is intended to serve as a negotiating brief for colleges and schools and for local education authorities in their dealings with employers. An introduction explains the background of YTS, provides an overview of key features of YTS, and discusses the role of the education sector in YTS. Each of the next eight sections relates to one of the eight design elements necessary to YTS: induction, assessment, planned work experience, occupationally based training, off-the-job training/education, core areas, guidance and support, and record and review of progress and achievement. Each section states and/or refers to criteria laid down by MSC for training programs and then goes on to describe how these relate to Further Education Unit and other educational perspectives. Section 10 concerns staff development. Section 11 deals with evaluation and describes what an institution might do to evaluate the extent to which it has supported YTS. Appendixes include a common core of skills for vocational preparation, occupational training "families," a description of evaluation approaches, and descriptions of four examples of YTS. (YLB)

ED 245 123

CE 039 164

Cole, Lee

Oregon Vocational Agriculture Teacher Placement and Retention Factors.

Pub Date—Dec 83

Note—16p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Agricultural Education, Educational Research, Higher Education, Preservice Teacher Education, Teacher Characteristics, \*Teacher Persistence, \*Teacher Placement, Teacher Recruitment, \*Vocational Education, \*Vocational Education Teachers

Identifiers—\*Oregon State University

A study investigated the reasons why some agricultural education degree recipients choose not to teach, some vocational agriculture teachers leave the profession, and some vocational agriculture teachers stay in teaching. The sample included all agricultural education majors graduating from Oregon State University (OSU) from 1971 to 1982. Data collected by a mailed questionnaire were analyzed using means, frequency counts, single classification analysis of variance, multiple variate analysis, and multiple-discriminant analysis. Factors important to initial placement and teacher tenure were four years in high school programs with four years of a Future Farmers of America (FFA) program and Supervised Occupational Experience Program, place of teacher preparation and the existence of a strong FFA chapter at the student teaching center, and a combination of community college and OSU education. Generally, people left teaching because of concerns for time, money, and classroom control; people stayed in teaching because of acquisition of technical skill, professional preparation, and enjoyment of work and student relationships. It was recommended that students actively involved in a total program in vocational education or with hands-on preparation in technical agriculture from a community college be actively recruited as agricultural education majors. (YLB)

ED 245 124

CE 039 167

Long, James P.

Education for Jobs in a High Tech World: What Has Been Learned from Industry.

Pub Date—5 Aug 84

Note—13p.; Opening address at the Virginia State-wide Vocational Guidance and Counseling Conference (Roanoke, VA, August 5, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, \*Employer Attitudes, Futures (of Society), General Education, \*High School Graduates, Industry, Innovation, \*Job Skills, Secondary Education, \*Technological Advancement, \*Vocational Education

Educators are increasingly turning to employers for advice about educating for future jobs. A recent project involved conducting a series of seven national conferences on high technology to learn about innovations in industry. Experts from industry told educators that industry itself does a great deal of high technology training, computers are the core of high technology, not everyone needs to know programming, programming jobs will increase, few pharmaceutical/biomedical technicians will be needed, robotics has come of age, computer-assisted design is revolutionizing drafting, semi-conductors are still "hot," proprietary schools do a better job of educating, communications are growing and changing rapidly, the aerospace industry and the military are setting trends and creating innovations, and software is in a predicament. A panel of the National Academy of Sciences reported on the employer's view of competencies needed by the high school graduate for success in the workplace. The panel found that (1) the major asset required of high school graduates is the ability to learn and adapt to change in the workplace, (2) there are 10 core competencies that can provide the basic understanding and skills needed to perform entry-level jobs, and (3) a positive attitude and sound work habits are of prime importance. (YLB)

ED 245 125

CE 039 171

Relevance, Understanding, Reason—A Chance for Everybody.

Indiana State Advisory Council on Vocational Edu-

cation, Indianapolis.

Pub Date—Jul 84

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Cooperation, \*Educational Planning, Government Role, Institutional Cooperation, Postsecondary Education, Relevance (Education), \*School Support, Secondary Education, \*State Aid, State Government, \*State-wide Planning, \*Vocational Education

Identifiers—\*Indiana

The Indiana State Advisory Council on Vocational Education (SACVE) endorses opportunities for all Indiana citizens to attain an education that is relevant, understandable, and reasonable. It recommends that secondary and postsecondary resources be combined and committed to mount a coordinated, unified campaign to provide the general public with accurate information concerning vocational/technical education. The state legislature should provide incentives to encourage collaboration rather than maintain funding systems that tend to be divisive. SACVE further recommends that joint regional planning for vocational education currently encouraged by State Board of Vocational and Technical Education grants be established for the entire state. It is recommended that training resources be made available for regional planners to develop the skills necessary to apply the Indiana collaboration model. SACVE recommends that Indiana undertake an educators-in-industry summer program for counselors and educational administrators. A vocational representative should be included as a resource member of each superintendent's cabinet or top administrative team to complement the expertise already represented in those bodies. SACVE recommends substantially increased state-level financial support for all levels of vocational/technical education. (YLB)

## CG

ED 245 126

CG 017 496

Brown, Joanne Wampold, Bruce E.

Predictors of Abused Wives Own Level of Violence.

Pub Date—Aug 83

Note—25p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, \*Battered Women, Family Problems, \*Interpersonal Relationship, \*Personality Traits, \*Predictor Variables, Spouses, Stress Variables

Spouse abuse has emerged as an extensive social issue. Although many studies have examined characteristics of abused wives, there has been a dearth of literature examining the relationship between victim and perpetrator levels of aggression. The purpose of this study was to explore those variables that are related to female victims' own level of aggression toward spouses. Demographic variables, personality variables, and wives' ratings of husbands' level of aggression were used to predict wives' rates of aggression. A demographic questionnaire, five scales of the 16PF, and the Conflict Tactics Scale were administered to 108 battered women. The results indicated that the sample and their spouses engaged in more acts of verbal and physical aggression than does the normal population. The sample also scored deviantly on all five personality variables. Wives' age and husbands' level of reasoning and verbal aggression predicted wives' level of verbal aggression. Husbands' level of physical aggression was the best predictor of wives' level of physical aggression. (Author)

ED 245 127

CG 017 497

Wilson, Nancy L.

Serving Impaired Elders in the Community: The Interface of Case Management with Mental Health Services. Texas Project for Elders: Assistance with Long Term Care.

Texas Research Inst. of Mental Sciences, Houston.

Pub Date—22 Nov 83

Note—17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)



**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Agency Cooperation, \*Community Programs, Coordinators, Emotional Problems, Gerontology, Individual Needs, \*Mental Health Programs, \*Older Adults, Program Descriptions, Staff Development

Identifiers—\*Caregivers, \*Case Management, \*Long Term Care, Texas Project for Elders

Following a brief introduction, this paper focuses on how the Texas Project for Elders, one of ten sites in the country participating in the National Long-Term Care Channeling Demonstration Project (Channeling), has taken into account the mental health needs of clients and caregivers both in the development and delivery of services. The clients served by Channeling are described in terms of age, sex, referral sources, and presenting problems. The general role of the Channeling case manager in both basic and complex organizational models is explained, while the basic model, which was specifically implemented in the Texas Project, is described in greater detail. The staff organization, staff to client ratio, and the basic assumptions that guided the development of services (i.e., a high prevalence of untreated mental health problems, the need for an interdisciplinary approach, case managers as advocates and negotiators, and the need to address the mental health needs of caregivers) are presented. The preparation of the case managers is discussed including such training foci as problem identification, communication techniques, client assessment, and information synthesis. Interagency relationships with psychiatric settings are described. Service delivery experiences are presented including data on mental health problems, interventions (e.g., community and in-home consultations and counseling services), and the particular demands of the case manager role. The paper concludes with an overview of the project highlighting its uniqueness in regard to population served, staff roles, and services provided. (BL)

ED 245 128

CG 017 498

Jenkins, Dorothy E.

Increasing Articulation in the Secondary Schools through the University Structure. American School Counselor Association. Alexandria, VA.

Pub Date—19 Mar 83

Note—19p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Articulation (Education), \*College Role, \*College School Cooperation, Coordination, Developmental Continuity, Guidance Objectives, Guidelines, Linking Agents, Models, Opinion Papers, Program Development, Secondary Schools, Universities

Historically, articulation linkages between secondary and post-secondary institutions have focused on admissions and recruitment. However, with the rising aspirations of minority groups and the addition of community colleges to the educational continuum, educational articulation must take on new, more comprehensive dimensions. The articulation process should include the coordination of educational programs, the coordination of processes and procedures, and the coordination of a variety of programs, practices, and services to promote the continuous, efficient, forward progress of students through the educational system. The articulation process in post-secondary institutions must be an integral part of the organization and administration of guidance services in order to address the specific needs of its diversified population. Guidelines for such a process must give priority to the student's welfare, and should include a realistic appraisal of needs, a clear statement of policies, standards, and procedures, open communication between institutions, and formative evaluation of procedures. A six step systematic approach to the articulation process would involve needs identification, problem statement, identification of goals and objectives, information processing, testing of solutions, and evaluation of outcomes. The paper presents a practical application of an articulation model for developing linkages and networks for students in higher education, and gives examples of activities in which universities can offer resources and services to local schools, from administrative, faculty, and student perspectives. Benefits to students, the university, and the local schools from such linkages are listed. (BL)

ED 245 129

CG 017 499

Glenn, Thomas R. Rogers, Zelda

Florida CHOICES Counselor's Manual 1983-84. Florida State Dept. of Education, Tallahassee.

Pub Date—84

Note—129p.; For the 1982-1983 edition of the manual, see ED 232 117.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Career Choice, \*Career Counseling, Career Development, Computer Oriented Programs, \*Counselors, \*Occupational Information, Vocational Interests

Identifiers—\*CHOICES (Program), \*Computer Assisted Career Guidance, Florida

This manual for counselors is intended for use with CHOICES, a computer assisted career guidance system. Following a brief introduction to CHOICES, the structure (in chart form) and an overview of the contents of the CHOICES system are given. Chapter 2 focuses on counseling clients, emphasizing the three-step helping process, i.e., pre-CHOICES, to determine client suitability and preparation for CHOICES; terminal use; and post-CHOICES, to discuss results and follow-up plans. Chapter 3 explains the system routes (i.e., explore, specific, compare, related, job bank, and education/specific) and the computer logic used in CHOICES. Under the explore route, descriptions of common options provided by the system are explained. Chapter 4 presents the topics available for searching in CHOICES, including interests, aptitudes, temperaments, education level, working conditions, future outlook, earnings, hours of work/travel, physical demands, physical activities, indoor/outdoor, career fields, training required, and similar occupations. Chapter 5 focuses on information needed while working at the terminal and chapter 6 presents sources of CHOICES information and the index. Chapter 7 discusses practical information such as terminal location, use schedule, staff training, client use, and publicizing the system. The appendix includes the General Aptitude Test Battery (GATB)/CHOICES Crosswalk (conversion table from GATB raw scores to CHOICES aptitude levels), a map of the Florida employment service job bank areas, a list of Florida employment offices, and a glossary. (BL)

ED 245 130

CG 017 500

Sherman, Martin F. Smith, Robert J.

Was She Really Sexually Harassed? The Effects of a Victim's Age and the Job Status of the Initiator.

Pub Date—Apr 83

Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Age Differences, Attribution Theory, College Students, \*Employment Level, Higher Education, Opinions, \*Sex Differences, \*Sexual Harassment

With the increased number of women in the work force, sexual harassment is receiving increased attention from the federal government, journalists, researchers, and counselors. To investigate the influence of two contextual variables (status of the initiator and age of the victim) on perceptions of sexual harassment allegations, 123 college students (69 males, 54 females) read three case studies of alleged sexual harassment, manipulated for the two variables. After reading the vignettes, subjects responded to Likert-type items on belief, certainty, and responsibility, and a group of items assessing general attitudes towards sexual harassment and the importance of the age and physical attractiveness of the victim. An analysis of the results showed that greater credibility was given to the claims of a young victim when the initiator was her supervisor as compared to her co-worker. When the victim was middle aged or old no differences in perceptions of credibility existed between the two status conditions. Sex difference emerged, indicating that compared to males, females attributed less responsibility to the victim and were more likely to believe that the victim had been sexually harassed. The findings provide additional evidence of the importance of contextual variables in influencing perceptions of social-sexual encounters. (BL)

ED 245 131

CG 017 501

DelRosario, Marlene W. And Others

Body Weight Image and Gender Influence Emotional Response Patterns to Body Weight Re-

**lated Cases.**

Pub Date—Apr 83

Note—14p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Body Image, \*Body Weight, College Students, \*Emotional Response, Females, Higher Education, Self Evaluation (Individuals), \*Sex Differences

Young adult females' attitudes toward body weight regulation contain important emotional components. To study the effects of body weight cues on emotionality, 160 college students (75 females, 85 males) completed either a body weight related (Q1) or control (Q2) questionnaire prior to taking the California Test of Personality (CTP). An analysis of the results showed that women, but not men, respond emotionally to stimuli that focus attention on body weight, and the direction of the response pattern depends on body weight image. Overweight body image women given Q1 had significantly lower emotional adjustment scores than all others regardless of actual body weight. Women with normal images had higher CTP scores. Females given Q2 had equivalent scores regardless of body weight or image. Men's emotional response patterns were not influenced by weight related cues. These findings contribute to the methodology of studying populations with eating and/or body weight problems and the understanding of chronic dieting and eating disorders in young adult women. (Author/BL)

ED 245 132

CG 017 502

Loers, Deborah Sarata, Brian

A Community Development Model for Prevention of Chemical Abuse.

Pub Date—Aug 83

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Agency Role, \*Community Programs, \*Drug Abuse, Drug Addiction, \*Mental Health Programs, Models, \*Prevention, Program Descriptions, Program Design, Rural Environment

Identifiers—Pioneer Mental Health Center NE

This paper describes the efforts of the rural Pioneer Mental Health Center (PMHC), Seward, Nebraska, in the development of a community-based alcohol/drug prevention program. Part I focuses on the history and development of the prevention model, which emphasizes process-oriented activities to promote community identification and ownership of the problems and solutions. The five guidelines used in working with communities (i.e., community designated goals, total community representation, ongoing community participation, multiple approaches for multiple factors, and PMHC staff in three communities are described to illustrate the use of the guidelines. In part II, the characteristics of a community development model, focusing on process rather than specific prevention techniques, are given. The effectiveness of the process-oriented community development approach is discussed from both first and second order changes. Part III discusses the implications of a process-oriented model in the areas of implementation, funding, and evaluation. The discussion on implementation specifically focuses on agency history and orientation, staff roles, and community relations. A comment on successive revolutions in mental health practice and services concludes the paper. (BL)

ED 245 133

CG 017 503

Creamer, Don G.

Are We Ready to Apply Adult Development Knowledge in Student Affairs?

Pub Date—Apr 83

Note—26p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adult Development, Case Studies, Cognitive Structures, Counselor Qualifications, \*Counselor Role, \*Developmental Programs, \*Knowledge Level, Student Development, \*Student Personnel Services, Student Personnel Workers

This paper explores the readiness of student affairs professionals to utilize adult development knowledge in everyday interactions with college students. Four types of knowledge about the adult development process (cognitive-developmental, psychosocial, person-environment interaction, and humanistic-existential) are briefly defined, with references cited for further reading. A discussion of the author's presumptions or judgments about the usefulness of adult development knowledge, using commonly held criteria for evaluating theory (explanatory power, parsimony, comprehensiveness, simplicity, assessment of development, and compatibility with students), is presented. Evidence supporting the author's judgments of usefulness in practice is given in the text, while the actual judgment values, low or high, are given in Table 1. A discussion of the author's presumptions about practitioner readiness to use this knowledge in student affairs is also presented, focusing on attitudes, willingness, desire to improve, depth of knowledge, measurement competencies, resources, professional time, and time frames for development. Evidence in support of each presumption or judgment is provided and the judgment values are given in Table 2. A case study, focusing on a year-long orientation program for college freshmen is presented to illustrate the concept of developmental programming. Stages in model development, including theory exploration, question formation, measurement instruments, objectives, and intervention, are discussed. The paper concludes with comments on the profession's readiness and issues for further analysis. (BL)

ED 245 134 CG 017 504

*Fruit, Dorothy*  
Linking Family Life and Health Professionals, Volunteers, and Family Life Students in a Community Hospice Program.

Pub Date—Oct 83  
Note—9p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Role, \*Family Counseling, \*Family Life Education, \*Health Personnel, Interdisciplinary Approach, Linking Agents, Practicum, Professional Development, Program Descriptions, \*Specialists, \*Volunteer Training Identifiers—\*Hospices, Ohio

This paper describes the Portage County, Ohio community hospice program, emphasizing the linkages between family life specialists, health professionals, volunteers, and students. Hospice service is defined as a specialized, home-based program for the management of pain and other symptoms of terminal illness, with the family as the unit of care. The goals of the Ohio program, i.e., home-based care, education, support, and low cost, are discussed, and background information on the program, including its history, organization, staffing patterns, and services, is provided. The role of the family life specialist is described, emphasizing the psychological and social needs of the family. Training and interdisciplinary leadership responsibilities are discussed. The components of the program's 9-week hospice education and training session, including learning objectives focusing on the hospice concept, death and dying, roles of hospice members, and community resources, are discussed. An outline of the training program by weeks is given in Table 1. The paper concludes with comments and short case vignettes to illustrate the value and unique features of hospice care to the terminally ill and their families. (BL)

ED 245 135 CG 017 505

*Zarit, Steven H.*  
Interventions with Families of Impaired Elderly. Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Nov 83  
Grant—NIMH-5-R01-MH-34507

Note—16p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Counseling Techniques, \*Counselor Role, \*Family Programs, Gerontology, Intervention, Mental Disorders, \*Older Adults, Residential Care, Responsibility, Stress Variables Identifiers—\*Caregivers, \*Senile Dementia

A widespread bias exists among legal, medical, and social service professionals that the appropriate placement for elderly individuals with cognitive impairment (dementia) is a nursing home. Two major reasons for institutionalization are to remove the patient from a potentially harmful situation and to relieve the family of the burden of care. However, research studies have shown little relation between burden and severity of symptoms. Critical factors which account for the differences in the experience of burden are how well the caregiver manages problem behavior, the level of support given to the caregiver, the relationship between the caregiver and the patient, and the quality of the prior relationship. Interventions to improve caregivers' skills in managing the patient and to reduce stress and diminish burden may make home care a viable alternative to the nursing home. Interventions to lower burden include providing information about dementia and its effects on behavior, teaching a problem solving process for managing behavioral impairments, and identifying potential sources of support to relieve the primary caregiver. These interventions can be made through three treatment modalities: (1) one-to-one counseling; (2) family meetings; and (3) support groups. (Each of the intervention techniques and treatment modalities is described in the remainder of the text.) (BL)

ED 245 136 CG 017 506

*Bushman, Brad J.*  
Perceived Symbols of Authority and Their Influence on Conformity.

Pub Date—Oct 83  
Note—28p; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Age Differences, Altruism, Clothing, \*Conformity, Influences, Perception, \*Power Structure, Reaction Time, Sex Differences, \*Status Identifiers—\*Authority Figures

Although there are many variables that influence conformity, Bickman (1974) found that the apparel of the person making a request had a significant influence on conformity. To evaluate other factors which may influence conformity (gender, age, status of the conforming subject, and altruism in conforming), 150 adult pedestrians (45% female, 71% white) participated in a replication of Bickman's dime and parking meter study on a major street in Salt Lake City, Utah. Subjects were approached by one of three men representing different authority roles and statuses (no authority dressed as a businessman; and role authority dressed as a fireman), and told to give the experimenter a dime for the parking meter. Data on type of conformity and reasons for nonconformity were collected. An analysis of the results showed that conformity significantly increased as perceived authority increased. Female subjects were not significantly more altruistic than male subjects. Older subjects (over 30 years) conformed significantly more than younger subjects in the role authority condition. No significant difference between subject status, as determined by apparel, and conformity was observed. Altruistic conformity was significantly less as perceived authority increased, and nonconforming subjects were significantly less hostile as perceived authority increased. The latency between request and conformity decreased as perceived authority increased. (BL)

ED 245 137 CG 017 507

*Alcohol and the Elderly. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session (June 10, 1983, Astoria, N.Y.).*

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Pub Date—Jun 83  
Note—58p; Some pages may be marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Aging (Individuals), \*Alcoholism, Drinking, Financial Support, Gerontology, \*Health Needs, Hearings, \*Intervention, \*Older

Adults, Prevention

Identifiers—Congress 98th, \*Long Term Care

The proceedings of the Congressional hearing on alcohol and the elderly are presented. Following introductory statements by the committee chairman, Senator Claude Pepper, and Representatives Mario Biaggi and Geraldine Ferraro, the briefing paper, "Crisis in Health Care Part 2: Alcoholism," prepared by the subcommittee staff is presented. Issues addressed include demographics, the dimensions of the problem, alcoholism and aging, treatment, Medicaid and Medicare funding, and adequacy of current resources. Statements of witnesses are provided including those of Jason Roberts; Bishop Sullivan, head of Catholic Charities for Brooklyn; Helen Hernandez, from Embassy Tandem Communications; a panel representing the Manhattan Bowery Corporation; a panel representing the New York City Committee on Women and Alcohol; a panel representing Substance Abuse Services and the Research Institute on Alcoholism; and Don Nicholson, from the Department of Health and Human Services. Topics covered include advertising, the alcoholic personality, community issues and efforts, the entertainment industry's role in social issues, health needs, treatment programs, psychological aspects of alcoholism, sex differences, drug abuse, and drug/alcohol interactions, alcohol-related problems, and Medicare coverage for treatment programs. (BL)

ED 245 138 CG 017 508

*Murray, Colleen I. Galligan, Richard J.*  
Misuse of Linear Models: Understanding Community Linkages in Family Adaptation to Unexpected Death.

Pub Date—Oct 83  
Note—28p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adjustment (to Environment), Community Role, \*Data Analysis, \*Death, \*Family Attitudes, Family Problems, Linking Agents, Mothers, \*Research Methodology, Stress Variables

In research, the use of linear additive methods is expedient when prediction is the goal; however, when understanding is the goal, an exploration of non-linear multiplicative procedures is more appropriate. To compare the results of linear and non-linear models, data obtained from a survey of 35 bereaved mothers were compared using scattergrams, correlational analyses, analysis of variance, and factorial plots. Independent variables in the study included length of time since the death, the mother's level of education, her perception of family religiosity, and family stress. The dependent variable was maternal perception of family adaptation to the unexpected death of a child. Results showed that analysis based only upon correlation coefficients was misleading since this approach did not account for the disordinal interactions indicated by the Anova. These findings suggest that research and theory on family adaptation to crisis, based only on additive linear information, could misdirect family practitioners and counselors. Researchers must be careful to define their goals, conduct exploratory data analyses, and use non-linear models when the theory is not strong, in order to derive the most beneficial and "true" results from their data. (Author/BL)

ED 245 139 CG 017 509

*Neglected or Delinquent Transition Services in Oklahoma 1982-83. Final Report.*

Oklahoma City Public School System, Okla.; Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83  
Grant—G008202160

Note—32p; A collaborative delinquency re-entry prevention program between the Oklahoma State Department of Education and Oklahoma City Public Schools, District I-89.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Delinquency, \*Delinquency Prevention, \*Program Design, Program Effectiveness, \*Reentry Students, \*School Community Programs, School Community Relationship, Secondary Education, \*Transitional Programs

Identifiers—\*Oklahoma

This report describes a special, 1-year federally funded project of the Oklahoma State Department of Education and the Oklahoma City Public Schools, which operated to facilitate the transition of neglected or delinquent youths from state operated institutions to locally operated educational programs. The problems specific to youths in transition from Oklahoma's six state institutions for the neglected or delinquent are detailed in the first section, along with a discussion of the planning phase of the program, characteristics of the target population, and the objectives of the project. A description of the operation of the program is presented focusing on: special program features; site, personnel, and participant selection; the extent of program services; and participant training. The results of the program are discussed in relation to participation count, dropouts, attendance, achievement, attitudes and goals, cost, and slippage. Conclusions about the effectiveness of the program and recommendations to potential practitioners working with the same clientele complete the document. (BL)

ED 245 140 CG 017 510

McLaughlin, Frank

**Volunteering and Life Satisfaction in Older People: A Test of Activity Theory.**

Pub Date—Nov 83

Note—17p; Revised version of a paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Gerontology, Health, \*Life Satisfaction, \*Older Adults, \*Participation, Physical Activity Level, \*Volunteers, Well Being

Identifiers—\*Activity Theory

Although activity theory proposes a strong relationship between social activity and life satisfaction among older individuals, little research has considered the salience of the activity to the individual. In order to consider the salience of the activity, using volunteer activity as a measure, survey results from the Myths and Realities of Aging in America study (Harris, 1975), commissioned by the National Council on Aging, were used. Data on 1,491 (from a sample of 4,254) respondents having complete survey responses were analyzed. The independent variables were volunteer status, marital status, race, sex, employment, age, and level of interaction with family and friends. Life satisfaction was assessed by the Life Satisfaction Index (A). An analysis of the results showed only a low positive association between volunteerism and life satisfaction. The relationship of frequency of volunteering and life satisfaction was not supported by the data. Analysis of the independent variables indicated that only health status significantly correlated with life satisfaction. These findings draw into serious question the postulates of activity theory and its role in social gerontology. (BL)

ED 245 141 CG 017 511

Rands, Marilyn

**Changes in Social Networks Following Marital Separation.**

Pub Date—9 Apr 83

Note—18p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, \*Change, \*Divorce, Emotional Response, Marital Instability, \*Sex Differences, \*Social Networks, Well Being

Divorce changes not only the spousal relationship, but other associations as well. To study the changes in the social networks of recently divorced individuals, 40 adults (20 males, 20 females) participated in structured interviews. During the interview, data were collected on respondents' social networks and on their psychological well-being before and following marital separation. The results showed that network turnover averaged 43% for men and 40% for women. Persons most likely to be dropped from the network were the spouse's relatives, persons the spouse had known first, cross-sex associates, and married friends. After separation, the network structure decreased in size and density, and became more segmented. Males tended to have more cross-sex close associates and tended to become involved in a new relationship sooner than women. Network interaction decreased in closeness

for one-third of the respondents. Parents tended to have more stable networks than nonparents. Self-esteem was lower after separation, while life satisfaction and happiness gradually increased to levels as high or higher than during marriage. This improvement came more quickly for men than for women. (BL)

ED 245 142 CG 017 512

Beach, Steven R. H. And Others

**Risk for Depression as a Function of Social Support.**

Pub Date—Apr 83

Note—25p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, \*Depression (Psychology), \*High Risk Persons, \*Marital Satisfaction, \*Predictor Variables, Social Environment, Social Isolation, \*Social Support Groups

Although marital dissatisfaction and social contact factors have been related to depression, the impact of these variables on a heterogeneous population is unclear. To determine risk for depression resulting from the absence of social support variables, 267 married adults (131 males, 136 females), with a mean age of 47 years, completed the Marital Adjustment Test, the Beck Depression Inventory, and the Social Isolation Scale. An analysis of the results showed that the quality of the marital relationship and frequency or amount of positive social contact with adults other than the spouse were significantly related to depressive symptomatology for both men and women. These two variables accounted for 16% of the variance in depression. Analyses of risk for depression showed that individuals having the least support were 13 times more likely to be depressed than individuals with the highest levels of social support. These findings suggest that treatment for depression and marital distress should attempt to build the individual's social network rather than fostering social isolation through individual psychotherapy. (Author/BL)

ED 245 143 CG 017 513

**Impact of Unemployment on Children and Families.**

Hearing before the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—31 Jan 83

Note—317p; Some pages may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Children, \*Emotional Response, \*Family (Sociological Unit), Family Life, \*Financial Problems, Health, Hearings, Parent Child Relationship, \*Personality Problems, \*Unemployment

Identifiers—Congress 98th

This document presents testimony and prepared statements from the Congressional hearing on families and unemployment. The hearing begins with statements given by Judson Stone, Elk Grove, Illinois Mental Health Center; David Mills, Department of Health and Social Services of Madison, Wisconsin; Judge Charles B. Schodson, Children's Court of Milwaukee; Barbara Shaw, Illinois Coalition Against Domestic Violence; Dr. Bailus Walker, Michigan Department of Public Health; Dr. Lewis Margolis, University of North Carolina Health Services Resource Center; Father William Kelliger, United Catholic Social Services, Omaha; and Helen Mager, Mahoning County Health Department, Youngstown, Ohio. Topics covered include family problems, mental health needs, child and spouse abuse, juvenile crime, legal aid, and counseling needs. The entire manual from the Pre-Layoff Intervention Project, developed in Wayne County, Michigan is presented; following an introduction describing the history and goals of the project, and the structure of the manual, information on the experience of unemployment, and on assessing the program environment (political, economic, agency commitment, and program setting) is given. Intervention strategies are presented from planning and programmatic viewpoints. The hearings conclude with a report on the impact of unemployment on the

health of mothers and children. Information on the current conditions in six impact areas (hunger, unemployment, lack of health insurance, primary care, hospital care, and infant mortality) as well as the cost effectiveness of maternal and child health programs is presented. Recommendations for national programs and priorities are included. (BL)

ED 245 144 CG 017 514

**Tax Refund Offset Program for Delinquent Student Loans and Child Support Payments.**

Hearing before the Subcommittee on Oversight of the Internal Revenue Service of the Committee on Finance, United States Senate, Ninety-Eighth Congress, First Session on S. 150.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date—16 Sep 83

Note—140p; Some pages may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Advocacy, Federal Legislation, \*Federal Programs, \*Finance Reform, Hearings, \*Loan Repayment, One Parent Family, Student Financial Aid, \*Student Loan Programs, \*Taxes Identifiers—\*Child Support, Congress 98th, Internal Revenue Service

This document contains administrative and public witness testimony and prepared statements from the Congressional hearing on the tax refund offset program. Descriptions of the child support enforcement program and of S. 150 (the Collection of Student Loans in Default Act of 1983) are presented. The testimony and prepared statements by representatives of the Internal Revenue Service, the Department of the Treasury, the Office of Child Support Enforcement, the Department of Education, and the General Accounting Office are presented. Public witness testimony and prepared statements by representatives of the National Reciprocal Family Support Enforcement Association, the California Family Support Council, the Minnesota Office of Child Support Enforcement, the National Council of State Child Support Enforcement Administrators, the Iowa College Aid Commission, and the United States Congress (Senators Charles E. Grassley and Charles H. Percy) are presented also. Topics which are covered include the program's adverse effects on the tax system, program procedures, administration concerns, government loan collection, impact on families, and litigation. (BL)

ED 245 145 CG 017 515

**Parental Kidnaping.** Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First Session to Examine Available and Proposed Means to Resolve the Cases of Interstate and International Parental Kidnaping. Serial No. J-98-43.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Pub Date—25 May 83

Note—192p; For a related document, see ED 209 572. Some pages are marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Custody, Child Rearing, \*Court Litigation, \*Crime Prevention, \*Divorce, Family Problems, Hearings, One Parent Family Identifiers—Congress 98th, \*Parent Kidnaping

This document contains public testimony, prepared statements, and letters from the Congressional hearing on parental kidnaping. Following an opening statement by the committee chairman, Senator Arlen Specter, public testimony is given by representatives of the Criminal Division of the Department of Justice, the Criminal Investigative Division of the Federal Bureau of Investigation, the Office of Child Support Enforcement of the Office of Health and Human Services, the Office of the Legal Advisor of United States Department of State, the Milwaukee Municipal Courts, and the Alexandria, Virginia Police Department. Topics which are covered include interstate and international parental kidnaping, legislation, litigation, psychological needs of parents and children, the Hague Conference on Private International Law, and Operation Fingerprint. The text of Public Law 96-611



(of which the Parental Kidnaping Prevention Act of 1980 is a part) is presented, followed by the brief of the Lyons vs. Lyons case, heard before the Virginia Supreme Court. Testimony from the director of Children's Rights of Florida, Inc., and a statement by Jody Brant Smith, against extension of the Uniform Custody Act, are presented. A summary of the subcommittee review of parental kidnaping complaints by the FBI in 1982 and 1983 and the fifth report to congress on implementation of the Parental Kidnaping Prevention Act of 1980 are given. The text of letters to the committee and Senator Specter's correspondence with the Attorney General are included. (BL)

**ED 245 146** CG 017 516

**Teen Parents and Their Children: Issues and Programs. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session.**

Congress of the U.S., Washington, D.C. House Select Committee on Children, Youth, and Families. Pub Date—20 Jul 83

Note—205p.; Some pages are marginally legible due to small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Adolescents, \*Child Welfare, Contraception, \*Early Parenthood, Government Role, Hearings, Illegitimate Births, Parent Role, Pregnancy, Pregnant Students, \*Prevention, Program Descriptions, Secondary Education, \*Sex Education, \*Sexuality, Youth Problems

**Identifiers—**Congress 98th

This document presents testimony and prepared statements from the Congressional hearings on teen parents and their children. The opening statement is presented, giving an overview of the problem of teenage pregnancy and parenthood and the negative short- and long-term consequences for the teens, their babies, their families, and society at large. Statements from witnesses are given including those of Dr. Wendy Baldwin, Center for Population Research; Dr. Effie Ellis, a health consultant; Judith E. Jones, Center for Population and Family Health, Columbia University; Elizabeth A. McGee, National Child Labor committee; Maurice Weir, Cities-in-Schools, Inc., Washington, D.C. and Edward A. Wynne, University of Illinois. Additional prepared statements, letters, and supplemental materials are included. Statistics on teenage sexuality and pregnancy, abortion, and contraception are highlighted. The effects of early parenthood on the education, health, and life satisfaction of the teenage mother and father are discussed, as well as the impact on their parents and society. The special risks of the children of teenage parents are described. The prevention of pregnancy and the responsibility of the family, school, church, government and society are emphasized. The need for sex education before the teenage years is noted, and the relationship of early sexuality to suicide, drug abuse, youth homicide and other problems is discussed. (JAC)

**ED 245 147** CG 017 517

**Broken Families. Part 2. Hearings before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on Oversight on the Breakdown of the Traditional Family Unit. Focusing on the Causes and Implications for Society and the Role of Government in Helping Prevent the Breakup of Families (September 22 and October 4, 1983).**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Pub Date—83

Note—384p.; Some pages are marginally legible due to small print. For the first session on broken families, see ED 240 417.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Agency Role, Etiology, \*Family Problems, Family Role, Feminism, \*Government Role, Hearings, Private Agencies, Public Agencies, \*Religious Factors, Social Behavior, \*Social Problems, Welfare Services

**Identifiers—**Congress 98th

This document presents the testimony and prepared statements of witnesses in the Congressional hearings on broken families. Following the opening statement of Senator Jeremiah Denton, subcommittee chairman, prepared statements from a panel of witnesses representing the American Psychiatric Association are presented; topics covered in the statements include society's present standards of behavior, the status of the family as an institution, the causes and consequences of family breakdown, and policy recommendations for public agencies and private organizations. Testimony from a panel of witnesses representing several religious communities is given, as well as a prepared statement from Senator Charles E. Grassley of Iowa. In the second session of the hearings, which focus on the role of government in problems of broken families, a panel discussion describing local public and private service programs which help families, and government's role in encouraging such programs, is presented. A discussion by Betty Friedan, George Gilder, and Brigitte Berger is presented, along with testimony addressing the government's role in three issues: women in the 1980's, poverty programs, and the strengthening of the nuclear family. The text of additional articles and publications is provided as well as prepared answers of witnesses to questions asked by Senator Denton. (LLL)

**ED 245 148** CG 017 518

**Safety and Efficacy of Over-the-Counter Drug Use by the Elderly. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, First Session.**

Congress of the U.S., Washington, D.C. House Select Committee on Aging. Report No.—House-Comm-Pub-98-409

Pub Date—21 Jul 83

Note—507p.; Some pages are marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Consumer Protection, Dietetics, Drug Legislation, \*Drug Use, Gerontology, Hearings, \*Older Adults, Physical Health, \*Safety

**Identifiers—**Congress 98th, Long Term Care, \*Nonprescription Drugs, \*PPA

This document contains the prepared statements and panel testimony from the Congressional hearing on over-the-counter (OTC) drug use by the elderly. Opening statements are given by Representatives Claude Pepper (chairman), Ralph Regula, Mary Rose Oaker, Michael Billirakis, Tom Lantos, and Hal Daub. Topics which are covered include the incidence and quantity of drug use by the elderly, health risks, adverse reactions, phenylpropanolamine (PPA), consumer protection, and the Federal Drug Administration's (FDA) role in the OTC drug safety and regulation. Testimony of the first panel on OTC drugs, particularly weight reduction medications containing PPA, is given by representatives of the Health Research Group, the National Broadcasting Company, and consumers. Testimony of the second panel on mail fraud schemes perpetrated against senior citizens is given by consumer advocates representing the United States Postal Service, Criminal Investigations and Consumer Protection Divisions, and the Center for Science in the Public Interest. Testimony of the third panel on evaluating the safety and efficacy of various drugs including PPA is given by medical experts from Georgetown, Indiana, Johns Hopkins, and George Washington Universities. Testimony of the fourth and final panel on the safety and efficacy of PPA is given by industry officials from the Thompson Medical Company, Inc., representing the fields of pharmacy, cardiology, sociology, psychology, and medicine. The three appendices contain additional material on medication use/abuse among the Pinellas County, Florida elderly, the FDA list of adverse drug reactions to PPA, the Washington State Board of Pharmacy review of OTC drugs, and prepared statements of panel representatives. (BL)

**ED 245 149** CG 017 519

**Corthell, David W. de Groot, Josef. Proprietary Rehabilitation: A Better Understanding. Report from the Study Group of the Tenth Institute on Rehabilitation Issues, St. Louis, Missouri, June 1983.**

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Re-

search (ED), Washington, DC.

Pub Date—June 83

Note—114p.

Pub Type—Information Analyses (070) — Reports General (140)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Agency Cooperation, \*Delivery Systems, Financial Support, Injuries, Labor Market, \*Private Agencies, Public Agencies, \*Standards, \*Vocational Rehabilitation

**Identifiers—**\*Proprietary Rehabilitation, Third Party Payments

This booklet presents the report of the Institute on Rehabilitation Issues, focusing on proprietary, or private-for-profit rehabilitation. Following a list of the prime study group members, acknowledgements, and a brief preface, chapter I of the document presents an historical perspective on the rehabilitation movement in the United States, including public, private nonprofit, and private proprietary rehabilitation, the impact of worker's compensation, and economic issues. Chapter II focuses on perceptions, truths, and partial truths about proprietary rehabilitation from the viewpoints of rehabilitation staff, and in the areas of philosophy, work environment, service orientation, incentives, fees, marketing, and advocacy. Chapter III describes proprietary rehabilitation including providers, marketing, practitioners, services provided, program evaluation, and service delivery method. Chapter IV discusses the market place, i.e., federal, state, and insurance programs, and insurance industry players, e.g., claims adjusters, file managers, rehabilitation nurses. Chapter V focuses on rehabilitation of the injured worker from both a rehabilitation process and a psychological perspective. Chapter VI addresses issues such as service to worker's compensation clients, rehabilitation practices, funding of counselor training, professional standards, and interagency relations and their implications and considerations. The booklet concludes with a bibliography and an appendix containing the National Association of Rehabilitation Providers in the Private Sector's (NARPPS) Standards for Training and Experience, Standards and Ethics. (BL)

**ED 245 150** CG 017 521

**Brown, Gwyn M. Greenspan, Stephen. Development and Evaluation of a Social Foresight Curriculum for At-Risk Youth.**

Pub Date—Apr 83

Note—27p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, April 27-29, 1983). Based on a 1981 doctoral dissertation by Gwyn M. Brown, George Peabody College for Teachers. Funding for this study was provided by Father Flanagan's Boys' Home, Omaha, NE.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Adolescents, \*Behavior Change, Behavior Modification, Competency Based Education, Curriculum Development, Curriculum Evaluation, Decision Making Skills, \*High Risk Students, \*Interpersonal Competence, Problem Solving, Secondary Education, \*Skill Development, \*Social Cognition, Social Development, Student Adjustment

**Identifiers—**\*SAVY Curriculum

Traditionally, school-based approaches to remediating deficits in social competence have focused on building aspects of temperament and character. The Socially Adept Verbalizations of Youth (SAVY) Curriculum, consisting of a series of exercises and activities, preceded by brief introductory lessons, was designed to develop social judgment skills in socially incompetent youths by decreasing egocentrism and by heightening their perspective-taking skills. To collect preliminary validation data on the curriculum, 17 adolescent students with behavior problems, who were attending an alternative inner city high school, were exposed to the SAVY curriculum as a 2-week module emphasizing social foresight, i.e., anticipating the consequences to oneself of various interpersonal actions. A control group (N=15) participated in the regular mental health course without the SAVY curriculum. A teacher-rated, modified version of the Acting Out, Moodiness, and Learning (AML) checklist was used to assess effects of the curriculum on behavioral adjustment. An analysis of the results showed that the experimental group demonstrated significantly greater rated behavioral improvement than the control group. This finding suggests that social

foresight training may be of potential benefit in school-based intervention programs aimed at adolescents with behavior problems. (Author/BL)

ED 245 151 CG 017 522

Haas, Gretchen L. And Others  
Inpatient Family Intervention: A Preliminary Report on Six-Month Outcome.

Cornell Univ., Ithaca, N.Y.  
Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

Pub Date—30 Aug 83

Note—28p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Counseling, Effectiveness, \*Emotional Disturbances, \*Family Counseling, \*Family Involvement, \*Institutionalized Persons, Longitudinal Studies, Psychiatric Services, Schizophrenia

Recent research suggests that family attitudes may be significant determinants of relapse and hospital readmission among both schizophrenics and hospitalized depressives. To assess the incremental effectiveness of inpatient family intervention within the context of treatment for schizophrenic disorder and major affective disorder patients, a 6-month community follow-up assessment was conducted with 71 of 130 patients participating in such an intervention program. Patients, who were divided into three diagnostic groups ("good" prehospital functioning schizophrenic, "poor" prehospital functioning schizophrenic, and major affective disorder), were subsequently assigned to two treatment conditions (multimodal hospital treatment or multimodal hospital treatment with inpatient family intervention—IFI). Patients and families assigned to IFI received a minimum of six family sessions focusing on communication, acceptance, and adaptation. The Global Assessment Scale and the Family Attitude Scale were administered to all participants at admission, discharge, and 6 months post-hospitalization. A preliminary analysis of the results showed a significantly better outcome for schizophrenic and major affective disorder patients treated with IFI than for those treated with the equivalent multimodal hospital treatment without IFI. A similar, though nonsignificant, trend was observed for patients in the other two diagnostic groups. (The appendices include a list of the criteria for inpatient family intervention and an outline of the treatment programs.) (BL)

ED 245 152 CG 017 523

Bright, Larry K. Smaby, Marlowe H.  
Interactive Videodisc Learning Systems: The Promise of New Access to Counseling Services.

Pub Date—25 Oct 83

Note—17p.; Paper presented at the North Central Association for Counselor Education and Supervision "Creative Leadership and Skill Development" Conference (Chicago, IL, November 3-5, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Counseling Services, \*Educational Technology, Interaction, Lasers, \*Learning Strategies, State of the Art Reviews, \*Technological Advancement, \*Videodisc Recordings, Video Equipment

Identifiers—\*Interactive Videodisc, Learning Systems

This paper describes the technology involved in interactive videodisc learning systems and their potential role in counseling services. Following a brief introduction to interactive videodisc technology, the components of the interactive videodisc learning system are described and illustrated. The strengths of the videodisc (randomly-addressable technology and high speed responses) compared to the weaknesses (linear formats, no choice of learning routes, or difficulty of material) of current learning technologies (books, lectures, films, television) are discussed. Three levels of videodisc interactivity are described, i.e., question/answer, automatic learner responses and prescribed material, and branched teacher or counselor responses to patterns of learner choices. The features of the videodisc are presented including the shape, information storage capacity, and resolution. The search and retrieval capabilities of the videodisc are discussed with particular emphasis on the learner's control of the les-

sons. Examples of uses of the interactive videodisc system in counseling, medical and psychological training, and instruction are given. The paper concludes with a discussion of four obstacles that may slow the adoption of interactive videodisc programs, i.e., the cost of mastery, the cost of production, the prerogative for development, and non-correctability. (BL)

ED 245 153 CG 017 524

Woidislawsky, Rita And Others  
Israeli-American Comparison in Videotaped Interaction between Fathers and Adolescent Boys and Girls.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date—Apr 83

Grant—NSF-DAR-7923155

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Achievement, \*Adolescents, Comparative Analysis, Cross Cultural Studies, Cultural Differences, Cultural Influences, \*Father Attitudes, Interpersonal Relationship, North Americans, \*Parent Child Relationship, \*Parent Role, Secondary Education, \*Sex Differences, Social Behavior

Identifiers—\*Israelis

As part of a program in which father-adolescent interactions are videotaped in a search for the determinants of achieving behavior, a sample of 37 father-adolescent pairs were studied as the two worked together while the blindfolded adolescent built a tower of irregularly shaped blocks. Discriminant function treatment of coded analysis of verbal and non-verbal behavior showed significant sex differences in both Israeli subjects and a comparison group of Americans. Two-way ANOVAS carried out with the variables which discriminated fathers' behavior to sons and daughters showed that, on the whole, Israeli fathers were close and collegial with their daughters, distant and uninvolved with their sons. This contrasts with American fathers, who show the reverse. The findings are interpreted in light of current social phenomena in Israel. (Author)

ED 245 154 CG 017 525

Larkin, Judith E. And Others  
Hope for Late Bloomers: Another Look at the Primacy Effect in Ability Attribution.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Ability, \*Attribution Theory, College Students, Higher Education, Learning Theories, \*Performance Factors, \*Primacy Effect, Sex Differences, Typewriting

Identifiers—Recency Effect

Previous research on the primacy effect in ability attribution has focused on intellectual ability, using intelligence test problems as the stimulus material. To examine ability attribution under conditions of ascending (improving), descending, and random patterns of performance on a typing task, 179 college students (69 males, 110 females) evaluated applicants for a typist position based on typing tests results. Ratings of the typist's ability, motivation, and expected future performance were also measured. An analysis of the results showed that fewer errors were associated with ascending as compared to descending performance, while the random performance pattern elicited the highest number of recalled and predicted errors. The ascending performer was rated as a better typist and was seen as significantly more competent than either the descending or random performers. The ascending performer also scored significantly higher on the motivational attributions of concern about doing well, level of concentration, and motivation. Fatigue was perceived as a significant factor affecting the descending performer, while practice was perceived as a factor helping the ascending performer. No significant main effects for sex of typist were found. These findings suggest the need for caution in generalizing about the primacy effect in ability attribution. (BL)

ED 245 155 CG 017 526

Bloland, Paul A.  
Leisure as a Campus Developmental Resource.

Pub Date—19 Feb 84

Note—20p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Francisco, CA, February 17-19, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Environment, College Students, Counselor Role, Developmental Programs, Higher Education, \*Holistic Approach, Learning Experience, \*Leisure Time, \*Student Development

Despite the obvious parallel which can be drawn between the uses of leisure to benefit the individual, and the use of nonacademic activities and environment to promote individual growth and development, the two perspectives have evolved independently on college campuses. Research into the role, function, and outcomes of leisure have shown that leisure theorists and student development theorists desire similar goals for their students, i.e., socialization, relaxation, and need gratification. Intuitively, educators are aware of the interactive role of leisure in the campus environment of students; however, few studies have empirically related leisure to student development. Student development theory has emphasized a holistic approach to intervention, yet leisure activities, as they relate to student development have been subsumed under the general rubric of extra-curriculum. A holistic approach to leisure on the college campus would integrate the emerging technology of student development with sophisticated student programming. Leisure must be viewed more broadly to encompass both formal and informal activities and aspects of a student's college experience. Student development educators must develop both theories and assessment instruments to assess the holistic role and function of campus leisure as a rich and complex educational resource. (BL)

ED 245 156 CG 017 527

Gollwitzer, Peter M. Mendez, Roque  
Effects of Social Reality on Self-Symbolizing.

Pub Date—Apr 83

Note—14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, Females, \*Goal Orientation, Higher Education, Metacognition, \*Recognition (Achievement), Self Concept, \*Self Evaluation (Individuals), \*Social Reinforcement, Success

Identifiers—\*Self Completion Theory

Symbolic self-completion theory postulates that an individual experiencing a shortcoming in one symbolic dimension of a self-defined goal will emphasize an alternative symbolic dimension; these compensatory efforts are considered self-symbolizing. To test this hypothesis two studies were conducted using college females committed either to raising a family (N=47) or to a professional career (N=46). Subjects were encouraged to engage in self-descriptions supportive of their aspirations/self-definitions. These self-descriptions either were noticed by another or remained unnoticed. In an additional third condition, subjects were made to believe that another person would eventually take notice of their self-symbolizing. Finally, subjects were asked to describe their personality compared to the personality of successful people in their self-definitional realm. An analysis of the results showed that social reality moderated subjects subsequent claims of self-definitional potential. Actual and expected social reality subjects reported higher dissimilarity than no social reality subjects. These findings suggest that self-symbolizing noticed by another person leads to a stronger self-definitional completeness than unnoticed self-symbolizing. (BL)

ED 245 157 CG 017 528

Peters, Elaine  
Long-Term Marriage and Late-Life Divorce.

Pub Date—21 Nov 83

Note—18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Development, \*Divorce, Gerontology, \*Interpersonal Relationship, \*Marital Instability, \*Marital Satisfaction, \*Older Adults, Psychological Needs

Projections, based on current rates, are that 40% of recent marriages will end in divorce. To investigate the factors associated with long term marriage stability and satisfaction among elderly persons, 60 California older adults (30 married, 30 divorced) were interviewed about their perceptions of the role of companionship, alternatives to marriage, and marital satisfaction in relation to marital stability. An analysis of the results showed a direct relationship between marital stability and companionship, with 70% of married persons sharing high companionship and only 30% of divorced persons having shared a high level of companionship during marriage. A large majority of divorced persons (80%) perceived a greater number of alternatives to marriage, while only 20% of married persons expressed a high perception of alternatives. Those divorced or married persons who perceived fewer alternatives were more satisfied with their marriages than persons who perceived high alternatives. Divorced persons were less satisfied during marriage (56.7%) than presently married persons (86.7%). These findings suggest that a high companionship, role reciprocal marriage is essential for late life satisfaction. (BL)

ED 245 158 CG 017 530

Bloomfield, Gary J. Kinch, Robert

Teenager Views on Issues Related to Traffic Safety Education and the Licensing of Teenage Drivers: Results of a Statewide Opinion Survey on Washington Teenage Drivers. Final Report.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—84

Note—50p; For related document, see ED 241 847.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, \*Driver Education, \*Opinions, Safety Education, Safety Equipment, Secondary Education, \*Traffic Safety

Identifiers—\*Driver Licensing, Washington  
In Washington, the existence of driver education programs is being threatened by tough economic times. To determine the opinions of teenage drivers about their traffic safety education (TSE) experience, the process of learning to drive, and the licensing of 16- and 17-year-olds, 10 percent of TSE students (N=1,070) were surveyed. Further data were collected on the use of safety belts, drinking and driving, restricted and probationary licensing, and parental involvement in the driving process. The results (response rate 62%) showed that the average age for both males and females receiving a driver's license is 16 years 5 months. The teenagers rated their traffic safety education course highly and strongly supported the continuation of the course. A vast majority of the teenagers reported passing the driver licensing examination on the first attempt. They indicated transportation to social events and family errands as the major reasons for using the automobile, and reported a higher safety belt usage rate than the statewide rate for the same group who are involved in accidents. During the first 24 months of driving 25% had been involved in an accident and 28% had received a traffic citation. Twenty-three percent had driven after drinking alcohol, but only 2 percent reported receiving an alcohol related citation. Teenagers were split in their views on probationary licensing but did not support a restricted license. (BL)

ED 245 159 CG 017 531

Inequities toward Women in the Social Security System. Hearing before the Task Force on Social Security and Women of the Subcommittee on Retirement Income and Employment and the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—House-Comm-Pub-98-413

Pub Date—22 Sep 83

Note—175p; Portions of document contain small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aging (Individuals), Employed Women, Federal Legislation, \*Females, Hearings,

Retirement Benefits, \*Sex Discrimination  
Identifiers—Congress 98th, \*Social Security Benefits

This document presents public testimony and prepared statements from the Congressional hearing on inequities toward women in the social security system. Introductory statements by Representatives Oskar, Daub, Ferraro, McCain, Ratchford, Vandergriff, Snowe, Roybal, and Biaggi are given. Public testimony is provided from representatives of the American Association of University Women, the Global Ministries Board, Representative Schroeder, and Senators Glenn and Dole. Topics addressed include economic discrimination against women including the divorced, the disabled, and homemakers; and legislative needs. Testimony from representatives of the Women's Equity Action League, the Older Women's League, the National Federation of Business and Professional Women's Clubs; and from Senator Cranston is presented. Topics addressed include women in the work force, sex discrimination and social security, the financial status of women, and possible solutions to the inequities. Testimony from representatives of the National Organization for Women, the National Women's Political Caucus, and from Representative Kaptur is given highlighting social security structural problems and case studies from the Harvard Women's Law Journal. Testimony from representatives from the Technical Committee on Social Security Reform for Women, the Department of Health and Human Services, the Social Security Administration, the Association of Junior League's Committee on Aging, and the Eagle Forum is presented covering research and funding needs, the Administration's viewpoint, survivors, disability insurance, trends affecting women, and earnings sharing. The appendices contain statements by the National Farmers Union, the Hoover Institution, and the Eagle Forum. (BL)

ED 245 160 CG 017 532

Legal Services for the Elderly: A New Assault? Hearing before the Subcommittee on Human Services of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—House-Comm-Pub-98-416

Pub Date—22 Sep 83

Note—112p; Portions of document contain small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Disabilities, Economic Factors, \*Eligibility, Equal Protection, Federal Legislation, Hearings, \*Legal Aid, Low Income Groups, Needs Assessment, \*Older Adults, Social Responsibility, \*Welfare Services

Identifiers—Congress 98th

This document contains prepared statements and public testimony from the Congressional hearing on legal services for the elderly. Following opening statements by task force members, the testimony of Senator Heinz and Representatives Morrison and Wyden is given. Topics which are covered include the impact of the Legal Services Corporation proposed client eligibility regulations. Testimony from panel 1 is offered highlighting personal experiences with legal aid needs and services. Testimony from panel 2 is presented offering the views of the American Bar Association, Pine Tree Legal Services (Portland, Maine) and the New York State Office for the Aging on the eligibility regulations. Testimony from panel 3, with representatives from several organizations on aging, provides information on the needs of and the impact of the regulations on nursing home residents and low income persons. Testimony from panel 4 is presented addressing the impact of the regulations on Asian and rural elderly persons. Panel 5 gives testimony on the impact of the regulations on blind, mentally retarded, and handicapped individuals. The appendices include prepared statements by the New York City Council, the National Social Science and Law Center, Mayor Koch of New York City, the National Association of Area Agencies on Aging, and the National Association of State Units on Aging. (BL)

ED 245 161 CG 017 533

Youth Drug Abuse in New York. Hearing before the Subcommittee of the Committee on Appropriations, United States Senate, Ninety-Eighth

Congress, First Session. Special Hearing: Congressional Witnesses, Nondepartmental Witnesses.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Pub Date—83

Note—99p; Some pages may be marginally legible because of small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescents, Counseling Services, \*Drug Abuse, \*Drug Education, Drug Rehabilitation, Federal Legislation, Foreign Countries, Health, Hearings, \*Illegal Drug Use, Incidence, \*Law Enforcement, \*Prevention, Secondary Education

Identifiers—Congress 98th, \*New York

This document contains Congressional and non-departmental witness testimony from the Congressional hearing on youth drug abuse in New York. Opening statements are presented on the incidence of drug use in America, the role of the federal government, the impact of drugs on youth, foreign country production of illegal drugs, funding to fight illegal drug traffic, funding for educational programs, public involvement, service needs, and drugs on the job. A student panel from Phoenix House Foundation presents testimony on personal experiences with drug abuse. Congressional witnesses, Representatives Rangel and Gilman, present the findings of the Select Committee on Narcotic Abuse and Control and the results of a fact-finding mission to Latin America and Jamaica in August 1983. Nondepartmental witness testimony is given by representatives of the New York City (NYC) Police Department, the New York State Division of Substance Abuse Services, the Rome (New York) Police Department, the Office of Substance Abuse Ministry, ACTION, the New York State Association of School-Based Prevention Professionals, and the New York City Coalition of School-Based Drug Prevention and Education Programs. Topics covered include drug use in schools, smoke shops, agency activities, law enforcement, education and prevention programs, and funding needs. (BL)

ED 245 162 CG 017 534

Impact of Crime on the Elderly. Hearing before the Subcommittee on Aging of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on Examining the Impact of Crime on the Elderly, Focusing on Federal Assistance to Help States Compensate Victims of Crime, and to Review Implementation of the Victim and Witness Protection Act of 1982 (Public Law 97-291).

Pub Date—28 Jun 83

Note—169p; Some pages may be marginally legible because of small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Crime, Crime Prevention, Federal Aid, \*Federal Legislation, \*Justice, Law Enforcement, \*Older Adults, \*Victims of Crime

Identifiers—\*Victim and Witness Protection Act 1982, \*Victim Compensation

This document contains testimony from the Congressional hearing on the impact of crime on the elderly. Following a brief introduction to the President's Task Force on Victims of Crime, and the Victim and Witness Protection Act of 1982 by Senator Grassley, testimony is given by Congressional and nondepartmental witnesses. Senator Heinz's prepared statement on crime and the elderly and the proposed Crime Victim Assistance Act of 1983 is provided. Representatives of the Department of Justice present testimony on the Department's implementation of the Victim and Witness Protection Act and the proposed 1983 legislation. The American Bar Association's views on victim compensation and the proposed 1983 legislation are given, including the contents of the Uniform Crime Victims Reparations Act. An analysis of American programs of victim compensation is given by the Center for Criminal Justice, Harvard Law School. Representatives of the New York State Crime Victims Board and the Iowa Department of Public Safety present their views on the incidence of crime and the elderly, specific conditions of the elderly which may lead to victimization, compensation programs, particularly in Iowa, and the government's role. Representatives of the National Organization for



Victims Assistance and the American Association of Retired Persons present testimony on victim assistance and the elderly in respect to eight service stages, from injury through post-sentencing of the criminal. (BL)

ED 245 163 CG 017 535

**Deadly Cold: Health Hazards Due to Cold Weather.** An Information Paper by the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, Second Session (February 1984).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—House-Comm-Pub-98-414

Pub Date—Feb 84

Note—62p.; Data tables may be marginally legible due to small print.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Death, Federal Programs, Health Conditions, \*Heating, \*Older Adults, \*Physical Health, Poisoning, Special Health Problems, Temperature, \*Weather

Identifiers—Hypothermia

This paper, on the health hazards of cold weather for elderly persons, presents information from various sources on the death rates in winter throughout the United States. After reviewing the scope of the problem, specific health hazards associated with cold weather are discussed, i.e., hypothermia, fires, carbon monoxide poisoning, and influenza and pneumonia. An analysis of federal and nonfederal efforts to reduce excess mortality associated with cold weather is given. Following a brief summary of the findings, suggestions for reform are offered (e.g., better monitoring by safety and consumer agencies, a National Weather Service early warning system for cold weather, governmental energy response programs, and better immunization programs). The appendices include a cold weather guide for the elderly; 12 tables of statistics on national mortality due to cold weather, fire, influenza and pneumonia between 1962 and 1980, and home heating costs in 1983; city temperatures and deaths chart by age; and service disconnection and reconnection policies by state. (BL)

ED 245 164 CG 017 536

**Paxson, M. Chris Tarnai, John**  
**Marketing of Prevention Services.**

Pub Date—Apr 83

Note—11p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adults, \*Alcohol Education, \*Alcoholism, Community Programs, Family Counseling, Family Involvement, \*Family Programs, \*Marketing, Needs Assessment, Opinions, \*Prevention

Identifiers—Idaho

Despite the increased emphasis on family-oriented approaches to prevention of alcoholism, most programs continue to be implemented within the school systems. To assess family and community needs in Lewiston, Idaho, 150 randomly selected adults (50% male) were surveyed by telephone. The survey focused on residents' perceptions of alcoholism and drug abuse, interest in family-oriented prevention programs, and methods of improving programs to increase public interest and attendance. Results of the survey (81% response rate) showed that the majority of respondents saw alcoholism (66%) and drug abuse (67%) as serious problems among youths in their community. Most respondents (75%) viewed prevention as more important than treatment, and more than 90% of the respondents stated a need for such prevention services in their community. Eighty percent of the respondents felt prevention responsibility rests with parents. Married individuals and those with children stated they would be more likely to attend proposed intervention programs, e.g., puppet shows, workshops, and presentations, and felt the probability of attending could be increased by offering child care and having community experts (doctors, lawyers, and ministers) present information. These findings support family-oriented approaches to prevention and illustrate how marketing techniques can improve

service delivery. (BL)

ED 245 165 CG 017 537

**Katzman, Melanie A. Wolchik, Sharlene A.**  
**Behavioral and Emotional Antecedents and Consequences of Binge Eating in Bulimic and Binge Eating College Women.**

Pub Date—Apr 83

Note—19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, \*Behavior Patterns, Body Weight, College Students, \*Eating Habits, \*Females, Higher Education, \*Personality Traits, Psychological Characteristics

Identifiers—\*Binge Eating, \*Bulimia

Recent studies have indicated that bulimia, characterized by binge eating followed by depressed mood and purging, is increasing. To investigate the behavioral and emotional antecedents and consequences of binge eating in women, 22 female college students (14 diagnosed bulimics, 8 binge eaters) completed self-monitoring forms for four binges. Subjects recorded the antecedents, behaviors, and consequences surrounding their eating episodes. An analysis of the results showed that the affective, cognitive, and behavioral antecedents and consequences of binge eating were similar for the bulimic and binge eater groups. Binge eating was often precipitated by food-oriented thoughts accompanied by an anxious or depressive affective state. Binges occurred in private and lasted about an hour. Following binge eating, the women felt out of control and negatively about themselves (depressed, angry, or guilty). After eating, bulimic women attempted to counteract the effects of eating by exercising, vomiting, or taking laxatives, while women in the binge eater group tended to do nothing. The findings indicate that binge eating is surrounded by a number of emotional states in both bulimics and binge eaters, and suggest that treatment programs need to address personality variables as well as behavior in the treatment of bulimia and binge eating. (BL)

ED 245 166 CG 017 538

**Feinauer, Leslie L. And Others**  
**Multigenerational Households: Problems and Solutions from Three Points of View.**

Utah Univ., Salt Lake City. College of Nursing.

Pub Date—Nov 83

Grant—R21-NU00841-03

Note—15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Diseases, Family Environment, \*Family Problems, \*Family Relationship, Individual Needs, Interaction, Interpersonal Relationship, \*Older Adults, Quality of Life

Identifiers—\*Multigenerational Relationship

Research on family relationships has indicated that the family is the primary basis of security for adults in later life. To explore the family environment and interactional experience of multigenerational families in which the elderly grandparent is chronically ill, 12 families (12 grandparents, 13 adult children, and 11 grandchildren) completed written questionnaires. The elderly family member was personally interviewed apart from the other family members. Data were obtained on the family environment, perceived support, physical health, and coping strategies. The elderly persons' most common complaints were not having enough friends, not feeling needed, not having enough to do, and feeling lonely. They expressed ambivalent feelings about their situations and demonstrated a lack of clarity in others' perceptions of them, generally as the result of poor communication. The adult children felt a strong responsibility to care for their parents, although they often felt caught in the middle. They also perceived a lack of communication as the most common problem. The grandchildren expressed love and closeness in the family, yet viewed the limitations the grandparent put on the family's flexibility and freedom as a common problem. They also saw lack of communication as the overriding problem. All three generations were limited in identifying solutions. These findings point to the need for multigenerational family counseling to explore

problems and solutions. (BL)

ED 245 167 CG 017 539

**Thompson, Janet R.**  
**Proposed Recruit Training Topic: Rape Awareness.** Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No.—TAEG-TN-1-84

Pub Date—Mar 84

Note—43p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Needs, Instructional Materials, Lesson Plans, Military Personnel, \*Military Training, \*Prevention, \*Rape, Transparencies

Identifiers—\*Navy

This guide, prepared by the United States Navy Recruit Training Command, was designed to address the differential training needs of male and female recruits in the area of personal security, i.e., rape awareness/prevention. In section I, the role of the Recruit Training Command is noted, and information on the incidence of sexual assault is provided. The purpose, approach, and organization of the report are described. A summary of rape awareness/prevention educational programs within all branches of military services (Navy, Army, Marine Corps, Air Force, and Coast Guard) is presented in section II, along with the recommendation and rationale for teaching rape awareness/prevention. Characteristics of the lesson topic guide are given, and a bibliography is provided. The format for the lesson plan for rape awareness consists of definitions of terms and objectives, and suggestions for the instructor, including allotted time and training aids, and 11 transparency sheets to accompany the lesson. Topics covered in the lesson include terminology, information on the rapist and the victim, the psychological aspects of rape, myths and attitudes about rape, preventive measures, actions if attacked, and actions after rape. A glossary of civil-military terms, and originals for the lesson transparencies complete the guide. (MCF)

ED 245 168 CG 017 540

**Panell, Jeanne T. Lopez, Steven**  
**The Effect of Attributions on Judgments of Assertiveness.**

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Assertiveness, \*Attribution Theory, College Students, Evaluation, Higher Education, Prediction, Role Perception, \*Sex Differences, \*Sex Stereotypes

The base-rate fallacy states that the use of stereotypes is eroded when subjects are given minimal but diagnostic, individuating information about a target. To examine the effect of causal attributions and subject gender on the use of stereotypes in evaluations and predictions, 180 college students (90 males, 90 females) were presented with one of three vignettes of a person behaving assertively. One version gave no attributional information while the others included a causal attribution which was internal and stable (IS) or external and unstable (EU). The gender of the actor in the descriptions was systematically varied. Subjects evaluated the actor's assertiveness, predicted the likelihood of future assertiveness, and estimated the percentage of males and females who were assertive. An analysis of the results showed that subjects did hold the stereotype that men are more assertive than women, with female subjects believing the gender gap to be larger. The IS attribution condition produced significantly higher evaluation and prediction ratings than the EU attribution condition. The use of the stereotypes was eroded for evaluation, but when predicting future assertiveness, male subjects used the stereotype while female subjects did not. Future research should identify under what circumstances and in what settings gender will elicit differential attributions. (BL)

ED 245 169 CG 017 541

**Stockin, Bruce C.**  
**Arousal and Expression of Anger: A Function of Locus of Control?**

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the Western Psychological Association

(64th, Los Angeles, CA, April 5-8, 1984).  
 Pub Type—Reports—Research (143)—Speeches/  
 Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Affective Behavior, \*Arousal Patterns, College Students, Coping, \*Emotional Response, Higher Education, \*Locus of Control, \*Psychological Patterns

Identifiers—\*Anger, Situational Variables

Although psychologists have been investigating locus of control for more than two decades, few studies have examined how locus of control interacts with affective variables. To investigate the function of locus of control on arousal patterns and expressions of anger, 120 college students (60 internal, 60 external, as measured by Rotter's (1966) Internal External Scale) rated their degree of anger and indicated their preferred response to written descriptions of 12 potentially anger-arousing situations. An analysis of the results showed that internal and external did not differ significantly in extent of anger arousal. However, internal were more apt to deal directly and flexibly with anger-producing situations, and external were more prone to cope with their anger through internalizing or displacement mechanisms. Further analysis of the situations that produced the most anger in both internal and external suggests that anger arousal may be more a situational than a dispositional variable. (Author/BL)

**ED 245 170** CG 017 542

Oliver, Robert

Career Unrest: A Source of Creativity.

Spons Agency—Columbia Univ., New York, N.Y. Graduate School of Business.

Pub Date—81

Note—150p; Published by the Center for Research in Career Development.

Pub Type—Books (010)—Information Analyses (070)—Opinion Papers (120)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Career Development, \*Creativity, Economic Factors, \*Job Satisfaction, Organizational Development, \*Self Actualization, Vocational Maturity, \*Work Attitudes, Work Environment

Identifiers—\*Career Unrest

This book discusses career unrest (defined as a sense of dissatisfaction associated with one's work), as a potential source of creativity. In the first of three parts, the author's point of view on career unrest is presented. Following a question and answer introduction to career unrest, the problem and the opportunity it presents are discussed. Four case studies of individual coping responses to unrest are presented. The potential creativity which underlies the discontent is discussed, focusing on career motivation and productivity. In part 2, the concept of career unrest is further clarified. Misunderstandings that surround career unrest (conventional wisdom, the pact of silence, and distortions from the written word) are discussed. Underlying forces that breed unrest in transactions between the individual and society, the individual and organizations, and the individual and the inner self are explored. A framework for thinking about career unrest in relation to life unrest is offered, and illustrated. Job unrest, career content unrest, and career self unrest are discussed in detail. Part 2 concludes with an analysis of the personal, organizational, and societal costs of career unrest. In the third and final part of the book, individual and organizational actions and methods to counter career unrest are presented. (BL)

**ED 245 171** CG 017 543

Bohart, Arthur C.

A Social-Cognitive Perspective on Early Childhood Influences in Psychopathology.

Pub Date—Apr 84

Note—9p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Children, Cognitive Processes, Developmental Psychology, \*Early Experience, Elementary Education, \*Psychological Patterns, \*Psychopathology, \*Social Cognition

The Freudian view of psychopathology suggests that the individual is motivated to distort reality. In contrast, social-cognitive theory views the individual as a naive social scientist, who observes his behavior, others' behavior, and the social context. Out of these observations come meaning structures

which organize, guide, and structure behavior in a particular domain. Reality is never viewed directly, but as a construction of the observer. Distortions in social judgment are honest attempts at understanding, rather than the result of deliberate manipulation to protect the individual from self-knowledge. Cognitive errors result from neglecting co-variation and accurate sampling, and through transference. Although these errors may be characteristic of psychopathology, the form of many aspects of psychopathology may be quite general and may not serve motivational purposes. Developmentally, the social-cognitive view implies that adult distortion in judgment occurs as the result of sampling biases that lead to distorted ways of viewing social reality. Sampling errors may begin in childhood; children tend to base generalizations on irrelevant characteristics of exemplars and imagistic forms. Given that the vividness of information unduly influences social cognition, adolescence may be a crucial period for the development of pathology. The constructed world view of the child oftentimes is carried into adulthood, resistant to modification. (BL)

**ED 245 172** CG 017 544

Bohart, Arthur C.

Feelings in Psychotherapy.

Pub Date—Apr 84

Note—7p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Change, \*Cognitive Processes, \*Counseling Objectives, \*Emotional Response, \*Psychotherapy, Self Congruence, Self Control, Verbal Communication

Identifiers—Levels of Consciousness

Each of the major approaches to psychotherapy (psychoanalytic, behavioral, cognitive-behavioral, and humanistic) has dealt with the issue of why verbal, conscious activity seems to be impotent to control feelings and behavior. In these approaches, thinking has been equated with conscious, verbal activity and feeling with nonconscious, nonverbal activity. However, recent debate has centered on the characteristics and location of both cognitive and feeling systems. One way to view the relation of feeling to thinking is to see these two as at least partially knowing systems. The verbal knowing system is linear, flexible, and slow in its responsiveness, while the feeling system is global and holistic, and fixed, rigid, and rapid in its responsiveness. Crucial to this interpretation of the feeling system is the assumption that it processes meaning and that the conscious, verbally guided response sequences may get programmed into a nonconscious, affective level. Given these assumptions, two sources of pathological behavior may exist: rapid, consciously uncontrollable behavior; and articulated meanings. This perspective leads to a flexible view of psychotherapy in which articulation of meanings is needed. Articulation will lead to an integration of the two knowing systems through hypothesis testing, juxtaposition, and restructuring. (BL)

**ED 245 173** CG 017 545

Robinson, Sharon E. Kinnier, Richard T.

The Effects of Gender and Ordinal Position on Role Play Practice.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Behavior Change, College Students, \*Counselor Training, Higher Education, Interaction, Modeling (Psychology), \*Role Playing, \*Sex Differences, \*Skill Development

Identifiers—\*Ordinal Position, Turn Taking

Role playing and modeling are important components of counselor training. To examine gender and ordinal position effects on the role play practice of counselor trainees, 51 beginning students (35 females, 16 males) participated in role play dyads. Following classroom videotape skill training in reflection of feeling responses, subjects were randomly assigned to two levels of gender pairing and two levels of ordinal position in the dyads. During the role play practice, consisting of two 15-minute sessions, counselors focused on the emotions of the client through reflection of feelings. Counselor re-

sponses and client statements were analyzed and coded. An analysis of the results showed no differences in the subjects' ability to produce reflection of feeling prior to the role play practice. No significant differences were found for gender pairing or ordinal position on counselor performance. However, females produced more reflection of feeling responses, and their responses tended to be more accurate than those of males. Females in ordinal position two, who had a male partner in position one, outperformed those females who had a female in position one. These findings offer initial support for a prestigious-coping model hypothesis, but further research is needed to investigate sex-role orientation effects. (BL)

**ED 245 174** CG 017 546

Hendrikson, Leslie

Self-Disclosure: A Critical Look at Variables Affecting Self-Disclosure Levels in the Therapeutic Relationship.

Pub Date—Apr 84

Note—20p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Differences, \*Counseling, \*Counseling Effectiveness, \*Counselor Client Relationship, Helping Relationship, Interpersonal Relationship, Literature Reviews, \*Psychotherapy, Racial Differences, \*Self Disclosure (Individuals), Sex Differences, Therapeutic Environment

By critically examining a variety of personal and environmental attributes that influence a person's disclosure patterns in individual or group therapy, the paper attempts to present a clearer picture of self-disclosure as a crucial part of the therapeutic relationship. Following a definition, the paper is arranged into eight parts. Part 1 focuses on ways in which different levels of self-disclosure are perceived by others. In part 2, a look at a number of research studies presents evidence validating the value of self-disclosure in therapy. Based on the premise that too much or too little self-disclosure can block progress, part 3 discusses "appropriateness" as a key to effective self-disclosure. Part 4 deals with potential negative or harmful situations for self-disclosure. A look at the literature presents evidence documenting the notion that males disclose less than females (part 5), that racial and cultural factors may influence self-disclosure (part 6), and that age is also related to self-disclosure (part 7). The final section discusses possible effects that therapist self-disclosure may have on client self-disclosure levels. (Author)

**ED 245 175** CG 017 547

Snow, Mary B.

Special Needs Families: Research Synopses.

School-Family Relations Program, Final Report, December 1, 1982 through November 30, 1983. Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0001

Note—48p; For related document, see ED 221 813.

Available from—Appalachia Educational Laboratory, Inc., 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325.

Pub Type—Information Analyses (070)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Disabilities, \*Economically Disadvantaged, Employed Parents, \*Family (Sociological Unit), Family Life, \*Family School Relationship, \*Minority Groups, \*Needs, One Parent Family, Rural Population

Identifiers—\*Appalachia

This document, prepared by the Appalachia Educational Laboratory's (AEL) School Family Relations Program, contains research of six special needs families: families with handicapped children, families with low socioeconomic status, minority families, rural Appalachian families, single-parent families, and two-job families. The synopses are based on an integration of literature reviews, secondary analysis of parent surveys, and interviews with school principals and counselors. Each synopsis covers historical background and trends, family characteristics, special problems, responses of the schools, and future goals, and provides selected references. (BL)

**ED 245 176** CG 017 548



**Deinstitutionalization of Juvenile Nonoffenders.**  
Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First Session on S. 520, A Bill to Promote the Public Welfare by Protecting Dependent Children and Others from Institutional Abuse. Serial No. J-98-48.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Pub Date—21 Jun 83

Note—203p.; Portions may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescents, \*Compliance (Legal), \*Correctional Institutions, Delinquency, Delinquent Rehabilitation, Federal Legislation, Hearings, \*Justice, Juvenile Courts, Secondary Education, Violence

Identifiers—Congress 98th, \*Deinstitutionalization (of Delinquents), Juvenile Justice System, \*Status Offenders

This document contains prepared statements and public witness testimony from the Congressional hearing on deinstitutionalization of juvenile nonoffenders. Following an opening statement by Senator Specter, subcommittee chairman, the text of proposed legislation, S.520, designed to protect dependent children and others from institutional abuse, is presented. Panel testimony by representatives of Juvenile Advocates, the Humphrey Institute of Public Affairs, Camp Fire, Inc., the Illinois Department of Children and Family Services, Birchaven Enterprises, Inc., the Western Wyoming Juvenile Justice Program, the National Council of Juvenile and Family Court Judges, and family members of juvenile offenders is presented. Topics which are covered include the effects of jailing, causes of incarceration, statistics on the incidence of illegal incarceration, varying state juvenile practices, Illinois community-based youth services, Illinois juvenile legislation, state compliance with the Juvenile Justice and Delinquency Prevention (JJDP) Act, and case studies. The appendix contains letters from the Oklahoma Commission for Human Services, a statement on secure detention of juvenile noncriminal offenders, excerpts from the compilation of JJDP data, an Office of JJDP news feature, a report to the Attorney General on improved federal efforts needed to change juvenile detention practices, a summary of participation in the JJDP Act, and a report by the federal government advisory panel on jails. (BL)

ED 245 177 CG 017 549

Glantz, Meyer D., Ed. *And Others*  
**Drugs and the Elderly Adult. Research Issues 32.** Metrotec Research Associates, Washington, D.C. Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-ADM-83-1269

Pub Date—83

Contract—271-80-3720

Note—326p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Abstracts, Behavior Patterns, Drinking, \*Drug Abuse, Drug Rehabilitation, Geriatrics, Gerontology, \*Illegal Drug Use, \*Older Adults, Patient Education, \*Pharmacology, \*Prevention, Psychological Patterns

Identifiers—Epidemiology

This book, on the nature and problems of inappropriate drug use by older adults, provides researchers and health practitioners with an up-to-date survey and overview of the literature on drug use, misuse, and abuse among the elderly. The volume provides abstracts of 100 selected scientific articles on the major topic areas in the field. The bibliography represents a fairly comprehensive listing of the United States literature with some relevant foreign materials. The abstracted publications, primarily scientific journal articles, are divided into eight sections preceded by a summary of the topic area presented in that section. The summaries highlight the research and related literature on that topic. The eight topics are: (1) an overview of drugs and the elderly; (2) epidemiology of drug use; (3) illegal drug use, older addicts, and the maturing-out hypothesis; (4) mis-

use of legal drugs; (5) pharmacology and therapeutics; (6) alcohol use and abuse; (7) consequences of drug use, misuse and abuse; and (8) prevention and treatment programs. (Author/JAC)

ED 245 178 CG 017 550

Brown, Sandra A.

**Drinking and Thinking: The Diverging Beliefs of Women and Men.**

Pub Date—Apr 83

Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Alcoholism, \*Beliefs, College Students, \*Drinking, \*Expectation, Higher Education, Patients, \*Sex Differences

To investigate whether men and women think alike about drinking and the effects of alcohol, the Alcohol Expectancy Questionnaire was administered to 440 college students, 120 medical patients, and 305 alcoholics in residential treatment. Previous and current drinking patterns and background information were also examined. Subjects were grouped by sex into one of four drinking patterns ranging from nondrinkers to alcoholics. Analysis of the results showed that the women viewed alcohol as producing more global experiential changes, social and physical pleasure, and arousal and tension reduction than did men. In contrast, men expected significantly more improvements in their ability to be socially assertive when drinking. The results also indicated a significant gender by drinking pattern interaction, with females' alcohol reinforcement expectancies decreasing as drinking experience increased. Among men, non-drinkers and alcoholics maintained more limited reinforcement expectancies, and light to moderate and heavy drinkers maintained the strongest reinforcement expectancies. The findings suggest that men and women view alcohol from different perspectives in the early stage of alcohol use. (JAC)

ED 245 179 CG 017 551

Humphreys, Janice And Others

**Clinical Intervention with the Abused Elderly and Their Families.**

Pub Date—Nov 83

Note—26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Elder Abuse, Family Counseling, \*Identification, \*Interdisciplinary Approach, \*Intervention, Nurses, Social Attitudes

Elder abuse has received attention among professionals only recently; consequently, guidelines for identification and intervention strategies for the professional in the clinical setting remain speculative and untested. Because the problem of family violence is multidimensional, no professional can be expected to meet the needs of every member of a violent family without assistance. To achieve and maintain the safety of family members and maximum intervention results requires a multidisciplinary and coordinated effort by professionals. Clinical practice with abusive families requires a non-judgmental approach and the establishment of a trusting, and possibly long-term relationship. In addition to negative attitudes on the part of professionals, a number of factors can impede successful intervention, including problems of identification and age discrimination. Assessment for elder abuse involves both history taking and a physical examination. To do this effectively, the professional must be open, honest, nonjudgmental, supportive, and compassionate. The objective of interventions must be toward prevention, which can be defined in three stages: primary, to strengthen and enhance the individual; secondary prevention, which includes screening, identification, and treatment to decrease severity of impact; and tertiary prevention or rehabilitation. Research on elder abuse must move toward a systematic program to test and develop theories of family violence. (The appendices provide a listing of possible indicators of elder abuse for use in history taking and the physical examination.) (JAC)

ED 245 180 CG 017 552

Van Wicklin, John F.

**Ego Identity Status: Addressing the Continuum**

Debate.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Classification, \*College Students, \*Females, Higher Education, Individual Differences, Parent Influence, Personality Development, \*Self Esteem, Self Evaluation (Individuals)

Identifiers—\*Ego Development Theory, \*Identity Formation, Social Desirability

From Erikson's (1968) psychosocial criteria of crisis and commitment, Marcia (1964) derived four ego identity statuses, i.e., achievement, moratorium, foreclosure, and diffusion. To explore antecedents of Erikson's ego identity construct, 130 college females completed a modified identity status interview, and questionnaires designed to elicit information about self-esteem, social desirability, and selected parent variables (e.g., acceptance, rejection, indulgence, approval). Hypotheses concerning the antecedent variables were derived from the theoretical formulations of Erikson (1968), Maslow (1970), and Coppsmith (1967). Analysis of results showed that only 2 of the 15 variables (paternal indulgence, and maternal nonenforcement of standards) failed to discriminate among identity statuses. In addition, the identity statuses could be significantly discriminated along two different dimensions. The first dimension, which accounted for about 68 percent of the variance, set achievers and foreclosures apart from moratoriums and diffusions. The second dimension, which accounted for about 26 percent of the variance, set achievers and moratoriums apart from foreclosures and diffusions. Although the sample did not broadly represent the adolescent population, the results suggest that Maslow's motivational hierarchy may be useful in determining the processes which underlie identity outcomes. The results also relate to the debate concerning which statuses are more stable or adaptive for women within particular social milieus. (Author/JAC)

ED 245 181 CG 017 658

Gelatt, H. B. And Others

**New Perspectives on Counseling Adult Learners.**

Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Kellogg Foundation, Battle Creek, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—94p.; A collaborative publication with Project LEARN of the W. K. Kellogg Foundation. Available from—ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (35).

Pub Type—Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adult Counseling, Adult Education, \*Adult Learning, Adults, \*Counseling Services, \*Counselor Role, Lifelong Learning, Models, Opinion Papers, \*Program Development, \*Technological Advancement

This monograph presents five papers which focus on the importance of computers and technology as tools for increasing the amount and the quality of adult counseling, especially in the area of adult learning. The first paper, "Excellence, Equality, and Education: A Future for Counseling," by H. B. Gelatt, discusses the compatibility of the concepts of equity and excellence, and proposes a new view of educational excellence and the counselor's role in bringing it about. "Caught in a Dilemma: Adults as Learners," by Nancy K. Schlossberg, addresses the problems of adult learners in traditional learning environments. "What an Ideal Counseling/Support Program for the Adult Learner Should Look Like," by Edwin L. Herr, delineates the basic components of a successful adult counseling program, focusing on content, processes, and the role of technology. "Comprehensive Counseling and Support Programs for Adult Learners: Challenge to Higher Education," by Ann Q. Lynch and Arthur W. Chickering, covers a broad range of topics related to adult learners, e.g., mental health, life cycle patterns, counsel-

ing programs, technology, and implications for counselors' professional development. The concluding paper by Garry R. Walz and Libby Benjamin, "Synthesis and a Look to the Future," draws together the main ideas from the preceding papers and proposes areas for future action and discussion by counseling professionals. (MCF)

**ED 245 182** CG 017 659

Sampson, James P., Jr. And Others  
Implementing Computer Assisted Career Guidance and Other Computer Applications for the Adult Learner.

Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Kellogg Foundation, Battle Creek, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—73p.; A collaborative publication with Project LEARN of the W. K. Kellogg Foundation. Available from—ERIC/CAFS, School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$5).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Career Development, Career Guidance, Change Strategies, Computer Oriented Programs, Counseling Services, Guidance Programs, Models, Program Development, Program Implementation, Technological Advancement

Identifiers—Computer Assisted Career Guidance  
Computer assisted career guidance (CAGC) systems and other computer applications are becoming established components of counseling and guidance services. While technical details involved in software and hardware operations are usually attended to, problems resulting from interpersonal dynamics in the implementation process often contribute more to implementation difficulties than problems resulting from technological malfunction. This monograph presents an overview of computer applications in counseling, discusses typical problems associated with the implementation process, and describes the types of systems found in various settings. The interpersonal dynamics involved in organizational change are reviewed. Based on this discussion, a comprehensive model for implementing CAGC systems and other computer applications is presented. Phases involved in this model are described including planning; staff training; trial; and operation, evaluation and refinement. The monograph concludes with a discussion of future perspectives regarding computer technology. (Author/MCF)

## CS

**ED 245 183** CS 007 566

Varnhagen, Connie K. Goldman, Susan R.  
Text Cohesion and Comprehension: A Comparison of Prose Analysis Systems.

Pub Date—Apr 84

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, Coherence, Cohesion (Written Composition), Connected Discourse, Decoding (Reading), Elementary Secondary Education, Higher Education, Language Processing, Reading Comprehension, Reading Processes, Reading Research, Recall (Psychology)

To test three specific hypotheses about recall as a function of four categories of logical relations, a study was done to determine whether logical relations systems of prose analysis can be used to predict recall. Two descriptive passages of naturally occurring expository prose were used. Each text was parsed into 45 statements, consisting of predicate proposition and modifier units. The explicit and implicit relations between the statements were specified, and the relationships of statements were classified as conjunctive, disjunctive, implicative, or

contrastive. Average reading seventh and ninth grade students and adults read both texts. They wrote their recall both immediately following the reading of each text and following a 1-week delay. Statement recall was used to test out a probability model, and compared with predicted recall for each grade level and recall time. Data indicated that analysis of logical relations in a text for predicting recall of information provides a reasonable representation of recall of expository prose by adolescents and adults. Data also indicated that the system of logical relations provides a more adequate account of adults' recall than do other theory based systems, and in the absence of explicit, top-level globally cohesive information, the logical relations system provides a better presentation of adolescents' as well as adults' recall for expository prose. (CRH)

**ED 245 184** CS 007 574

Kurth, Ruth Justine Stromberg, Linda J.  
Improving the Teaching of Comprehension in Elementary Schools: A Second Year Report.

Pub Date—Apr 84

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Research, Elementary School Teachers, Inservice Teacher Education, Reading Comprehension, Reading Instruction, Reading Research, Teacher Attitudes, Teacher Effectiveness, Teacher Improvement, Teacher Supervision

A 2-year study designed to develop ways to improve both the quantity and the quality of the comprehension instruction offered by elementary school teachers involved 9 teachers in the first year and 11 teachers in the second. In each year of the study, the same research procedures were followed, with researchers observing the teachers, then working with teachers on ways to incorporate more comprehension instruction in their classes. The researchers used a modified version of the N. Boyan and W. Copeland supervision model that gives guidelines for bringing about teacher change using clinical supervision techniques. A comparison of the pre- and post-intervention observation data showed improvement in all areas measured for both years. The results of the second-year observations of the first-year subjects also showed that the positive changes in teaching behavior were sustained, even after the intervention had stopped. The second-year teachers also showed positive changes in their attitudes concerning their ability to teach reading. (FL)

**ED 245 185** CS 007 581

Mandl, Heinz And Others  
On the Function of Examples in Instructional Texts.

Pub Date—Apr 84

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, Didacticism, Educational Psychology, Instructional Design, Learning Processes, Learning Theories, Prior Learning, Readability, Reading Comprehension, Reading Research, Textbook Content, Textbook Evaluation, Textbook Research

In reviewing current literature on the importance of examples in the process of teaching learning, this report takes into particular consideration textbook approaches that emphasize the role of examples for comprehension and motivation. Utilizing a constructive theory of prose comprehension, it then attempts to specify the function of examples in the learning process. The reports show through data gathered from an empirical investigation that the facilitative effect of examples on the process of comprehension and on performance in comprehension tests applies only to learners with high prior knowledge. It reveals similar correlations regarding recall of general and illustrative propositions. The report concludes that while learners with high prior knowledge are able to use the additional information from examples to enhance their understanding and recall of basic information, the effect of examples on learners with low prior knowledge tends to be detrimental, since no adequate knowledge structures are

available to cope with the additional strain of surplus information processing. (CRH)

**ED 245 186** CS 007 593

O'Shea, Lawrence J. Sindelar, Paul T.  
The Effects of Repeated Readings and Attentional Cuing on the Reading Fluency and Comprehension of Third Graders.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attention Control, Cues, Directed Reading Activity, Grade 3, Oral Reading, Primary Education, Reading Comprehension, Reading Improvement, Reading Research, Reading Strategies

To determine the effects of repeated readings with cues on reading fluency and comprehension, a study was conducted on 30 third grade students reading at or above grade level, utilizing three equally difficult passages. Half the children were told to read for meaning, and the other half were cued to read for speed and accuracy. These cues were repeated before each reading, and the children were timed during the final reading of each passage, their errors were recorded, and their reading rate in words per minute was estimated for use as the measure of reading fluency in the data analysis. As the subjects recounted the stories, they were videotaped and the tapes later were analyzed to determine the proportion of propositions retold as a measure of comprehension. Data revealed that (1) reading fluency increased 22% from one to three readings and 9% from three to seven readings independent of the attentional cue given, (2) fluency was greater among children cued to read rapidly and accurately regardless of the number of times the passage was read, (3) comprehension was greater among children cued for meaning, and (4) three to four readings would seem optimal in that the greatest gain in fluency and comprehension is achieved by then. (CRH)

**ED 245 187** CS 007 607

Powell, William R.  
Research: Approaches for the Beginner.

Pub Date—9 May 84

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Graduate Students, Graduate Study, Higher Education, Reading Research, Researchers, Research Methodology, Research Needs, Research Opportunities, Research Tools

In this paper addressed to graduate students in reading, the nature and problems associated with graduate student research are described. It is noted that the purpose of research is seen in different ways by those engaged in it. However, regardless of how a profession defines research, it must contain and reflect scholarship; any other research is vacuous and pretentious. There are four pathways to initiate graduate students into research functions: inquiry, observation, cooperative effort, and consistency. In addition, graduate students should not be satisfied with what they are told. They should explore, probe, and ask questions. By being resourceful and persistent, young faculty members and graduate students can find opportunities and sources of funding for research. Armed with a well-founded idea, in part based on readings of the original research in the topic area, all that is required to pursue funding sources is organization, energy, and enthusiasm. To earn and deserve credibility, researchers must also produce well-written manuscripts within specified deadlines, and limit their efforts to two or three themes throughout their career. Obstacles to the researcher, such as poor training, lack of time, and inability to see problems or issues that warrant research can be overcome by independent study, time management, and further reading in the subject area. The researcher must acquire the convictions that only through research can truth come, and that truth emerges through the shared findings of many. Finally, conviction, faith, and patience will help shape the quality of future reading research and instruction. (CRH)

**ED 245 188** CS 007 618

Wegner, Shelley B.

Linking Logos with Print for Beginning Reading Success.

Pub Date—83

Note—21p; Paper presented at the Annual Meeting of the Parents and Reading Conference (9th, New York, NY, January 6, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Reading, Child Language, Cognitive Processes, \*Early Reading, Language Acquisition, Preschool Education, Reading Attitudes, \*Reading Instruction, \*Reading Readiness, \*Reading Research, Teaching Methods

Identifiers—\*Advertising Logos, \*Print Awareness

A study examined whether environmental logos could be used as tools for beginning reading instruction. Logos are bold, colorfully adorned symbols featuring printed words in design formats that appear on products and advertising signs. Subjects were 20 preschool children, half of whom were three and one-half years old, and the rest four and one-half years old. Half of each age group was randomly assigned to experimental and control groups. All were given pretests and posttests consisting of a book handling task, a logo identification inventory, a reading attitude interview, and word/sentence identification cards. The experimental groups were given reading instruction with logos approximately 20 minutes per week for eight weeks. Each received a personalized logo book, and during each session a different logo was introduced and pasted in the children's books. The researcher also transcribed the children's dictated sentences about the new logos. The posttests indicated that the experimental three and one-half year olds improved in their book handling task, and could identify three to five more logos than on the pretest, while control group children could identify only one to two more logos. Children in the experimental four and one-half year group were able to identify six to eight more logos than during the pretest, and their reading attitude and print awareness were improved. Children in both age groups were able to recognize words or sentences during the posttest, indicating that the approach improved print awareness. (Copies of evaluation materials used in the study are appended.) (HTH)

ED 245 189

CS 007 623

Bulcock, Jeffrey W.

The Interaction of Basic Skills and Reading Comprehension.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Apr 84

Note—50p; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Gains, \*Achievement Rating, Basic Skills, \*Cognitive Processes, \*Educational Research, Grade 4, Grade 6, Intermediate Grades, Language Processing, Language Skills, \*Literacy, Mathematics Achievement, \*Models, Reading Achievement

A series of six models were devised and tested to address the structure of elementary school achievement in language, work study, reading, and mathematics skills. The models were based on two assumptions: first, that information processing strategies of children would govern their basic skills performances; and second, that the basic skills would be interrelated or mutually reinforcing. The six models include a revised model of discourse processing; recursive and nonrecursive models of the responsiveness of children's basic skills in grade four to their information processing strategies; a non-recursive model of grade four literacy and numeracy; and longitudinal recursive and nonrecursive models of grade six literacy and numeracy. Results showed convincing support for the first model. Support for the second model, however, was not forthcoming. When literacy and numeracy in grade four were taken into account, the responsiveness of grade six reading to grade six mathematics was negligible; and the responsiveness of grade six mathematics to grade six reading was negative. Appendixes include a description of the variables, a matrix of correlations, and conceptual diagrams and equations for each of the six models. (HOD)

ED 245 190

CS 007 624

Beebe, Mona J. And Others

Recall Strategies and Reading Comprehension.

Pub Date—Feb 84

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Grade 4, Intermediate Grades, \*Language Processing, Models, \*Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Reading Strategies, \*Recall (Psychology)

Research on text organization has demonstrated that reading is responsive to the number and complexity of idea units or propositions in a text, and that the capacity of children to recall information is responsive to the relative importance of the idea units. A study was undertaken to examine an extension of these propositions: namely, that reading is responsive to the reader's capacity for text recall. Subjects were 95 fourth grade students who were able to comprehend at least 70% of what they read on the Maze 5 and Maze 6 of the Guthrie-Seifert Maze Task. Reading comprehension scores were obtained from school test records. The subjects were tested individually and told that after they had read a story, they would be asked to retell it in their own words. Results showed that readers using text-entailed recall strategies gained the most insight into the meaning of text information, and that the more text erroneous information that a reader gave, the less his or her comprehension of text. Text-specific recalls were of marginal significance, while the impact of text external and text experiential recalls on reading were negligible. The findings suggest that recall ability is an important encoding strategy used by readers to gain meaning. (Author/FL)

ED 245 191

CS 007 625

Beebe, Mona J.

The Integration of Psycholinguistic and Discourse Processing Theories of Reading Comprehension.

Pub Date—May 84

Note—28p; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, \*Discourse Analysis, Grade 4, Intermediate Grades, \*Language Processing, Learning Theories, Miscue Analysis, \*Psycholinguistics, Reading Ability, \*Reading Comprehension, Reading Processes, \*Reading Research, \*Reading Strategies, Recall (Psychology)

Identifiers—\*Theory Development

To assess the compatibility of miscue analysis and recall analysis as independent elements in a theory of reading comprehension, a study was performed that operationalized each theory and separated its components into measurable units to allow empirical testing. A cueing strategy model was estimated, but the discourse processing model was broken down into a content submodel and a structure submodel. Subjects, 94 fourth grade students, orally read a selection called "Space Pet" from the Reading Miscue Inventory, and then retold the story in his or her own words. Tape recordings were made of the reading and recall, then transcribed and coded for analysis. Factor analysis confirmed the existence of two distinct cueing strategy components—grapho-phonetic and syntactic-semantics strategies—while regression analysis showed that the reader's ability to generate new knowledge from information rather than to recall verbatim was important to comprehension. In addition, results showed that children used three types of connectives to describe, associate, and integrate and that connotation, association, and synthesis were used by readers with new information. Finally, it was found that the syntactic-semantic and synthesizing strategies were most important in comprehension. (CRH)

ED 245 192

CS 007 628

Casey, Jean M.

Beginning Reading Instruction: Using the LEA Approach with and without Micro-Computer Intervention.

Pub Date—84

Note—18p; Paper presented at the Annual Meeting of the Western Regional Reading Conference of the International Reading Association (10th, Reno, NV, March 1-3, 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Early Reading, Kindergarten, Kindergarten Children, \*Language Experience Approach, \*Microcomputers, Reading Difficulties, \*Reading Instruction, \*Reading Research, Teaching Methods

A study examined two contexts in teaching a language experience approach (LEA) reading lesson to kindergarten children. The five children—Black, Hispanic, and White students of varying ability levels—first developed a group story of their own using the Van Allen language experience approach. The teacher recorded the story, and the students wrote their original contribution on kindergarten-lined paper. In the second context, the same children again developed their own group story, but also used a microcomputer with a speech synthesizer and special software. Each child typed in his or her contribution and then received a copy. The story was also repeated to them by the speech synthesizer. Findings indicated that the use of the microcomputer with speech synthesis enhanced beginning reading instruction using LEA. (FL)

ED 245 193

CS 007 631

Tremper, Diane E.

The Effect of the Grid Systems on Reading Achievement of College Students.

Pub Date—May 84

Note—31p; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developmental Studies Programs, Higher Education, \*Phonetics, \*Reading Comprehension, \*Reading Improvement, \*Reading Instruction, \*Reading Research, \*Remedial Reading, Teaching Methods, Vocabulary Development

Identifiers—\*Grid Systems

The Grid Systems is a phonetic learning device designed by McGinley (1982) to develop adult vocabulary. The name is derived from the fact that the student workbook is set up on a grid, with the top of the page showing the vowel sounds and the left side the consonant sounds. Words are formed on the grid where these sounds combine (some of the spaces on the grid will be empty because that coordinate of sounds does not make a word). First the teacher, then the student says these words, progressing from monosyllabic to multisyllabic words. The repetition allows students to deduce generalized rules for spelling and pronunciation of an ever increasing number of vocabulary words. To determine what effect instruction in the Grid Systems would have on the reading comprehension of college students in developmental reading classes, 141 students in three separate classes received supplemental grid instruction. A control group of 42 students received no such instruction. Pretesting and posttesting were done with a standardized reading comprehension test. Results showed that those students receiving instruction in the Grid Systems showed a significant grade gain in comprehension over those in the control group who did not receive such instruction. (FL)

ED 245 194

CS 007 640

Mason, George E.

The Micro Can Connect Home, School, and Community—But It Must Be Read.

Pub Date—17 Mar 84

Note—13p; Paper presented at the Annual Meeting of the South Carolina Council of the International Reading Association (11th, Columbia, SC, March, 15-17, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Software, \*Educational Needs, Elementary Secondary Education, \*Microcomputers, \*Parent Child Relationship, Parent Influence, \*Parent Participation, Parent School Relationship, Reading Instruction, Writing Instruction

Firsthand classroom observations on the use of computers in instruction reveal some excellent uses of the computer, particularly with reading and writing instruction. Yet there are many schools in which most children are denied access to computers. The children most likely to be using computers are those who attend suburban or small city schools where concerned parents help the schools acquire the computers. Often parents are involved in donating



computers, backing Parent Teacher Association purchases of computers, teaching teachers and children to use computers, demonstrating computer products as volunteers in the classroom, creating programs tailor-made to the expressed wishes of their children's teacher, and buying computers for their children in ever-increasing numbers. The use of computers actually can, and often does, enhance communication between parents and children. In some cases, teachers are sending home printouts of children's dictated stories. The existence of and the gradual increase in the enjoyment of adventure games (as well as simulations and interactive fiction) by parents and children both at home and at school or work are matched only by their phenomenal acceptance and the use of word processing programs. And both of these uses of the computer require a lot of reading. A major implication for educators is that the computer is making it even more essential that we teach children to read and to read well; students need fluent reading and rapid comprehension skills. (HOD)

#### ED 245 195 CS 007 647

Pearson, P. David, Ed. *And Others*  
**Handbook of Reading Research.**  
Report No.—ISBN-0-582-28119-9  
Pub Date—84

Note—89p.  
Available from—Longman Inc., 1560 Broadway,  
New York, NY 10036 (\$45.00).

Pub Type—Books (010) — Reports — Research  
(143) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Cognitive Processes, Educational Theories, Listening Skills, Models, Motivation, Oral Reading, Reading Comprehension, \*Reading Instruction, \*Reading Processes, \*Reading Research, Reading Skills, Reading Strategies, \*Research Methodology, \*Research Utilization, Schemata (Cognition), Sociolinguistics, Study Skills, Teacher Role

Intended for reading educators and researchers, this handbook characterizes the current state of methodology and the cumulative research-based knowledge of reading. The book's three sections cover methodological issues, basic reading processes, and instructional practices. The 25 chapters discuss the following topics: (1) reading research history, (2) reading research traditions, (3) design and analysis of reading experiments, (4) ethnographic approaches to reading research, (5) building and testing models of reading processes, (6) reading assessment, (7) reading process models, (8) word recognition, (9) schema theory and comprehension processes, (10) listening and reading, (11) text structure, (12) metacognitive skills and reading, (13) sociolinguistic study of reading, (14) social and motivational influences on reading, (15) figurative language, (16) individual differences and underlying cognitive processes, (17) early reading from a developmental perspective, (18) beginning reading instruction, (19) word identification, (20) research on teaching reading comprehension, (21) studying, (22) readability, (23) classroom instruction in reading, (24) managing instruction, and (25) oral reading. Biographical notes are provided for approximately 40 contributors. (HTH)

#### ED 245 196 CS 007 663

Furish, Berta Atwood, Karen

**Enticing Readers: The Teen Romance Craze.**

Pub Date—Jun 84

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescent Literature, Adolescents, \*Fiction, High Schools, Junior High Schools, \*Novels, \*Reading Instruction, \*Reading Interests, Reading Material Selection, Reading Research

Identifiers—\*Romance Novels

With the rise in popularity of teen romantic fiction, many teachers wonder about the nature of such books and whether they should be used in the reading program. Most of the teen romantic fiction is written to a well-defined formula, based on guidelines from the publishers and on high-interest low-vocabulary literature. Characteristics with the most appeal for students include simple and direct story line, a lot of action and dialogue, and tight writing with short, simple sentences. Female central characters involved with slightly older, handsome,

sensitive boys, in familiar teen settings such as school, beaches, or fast-food restaurants are also features specific to romance series. Advertising campaigns for these books are targeted specifically for teenage girls, which accounts in part for their popularity. This popularity may also be a reaction to the so called "problem novel," or due to a desire to feel good and self-confident about boy-girl relationships. Teen romances have been criticized as sexist and stereotypical, but many librarians support them as one component of a well-balanced reading program, and a stepping stone to books with a romantic element but with greater literary value. Research on reading interests indicates that romances are widely read and in great numbers, by junior and senior high school students. Students who read teen romances, however, indicated that they also read other kinds of literature; the paper concludes that teachers may safely and enjoyably include them in their reading programs. (HTH)

#### ED 245 197 CS 007 664

Gentner, Dedre Stuart, Patricia

**Metaphor as Structure-Mapping: What Develops.**

Technical Report No. 315.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—BBN-5479

Pub Date—Jun 84

Contract—400-81-0030

Note—38p.; Paper presented at the Society for Research in Child Development Meeting (Detroit, MI, April 21-24, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Child Language, \*Cognitive Processes, \*Developmental Stages, Elementary Education, Higher Education, Knowledge Level, Language Skills, \*Language Usage, Learning Theories, \*Metaphors, \*Reading Comprehension, \*Reading Research

Identifiers—\*Metaphorical Thought

A study investigated developmental changes in children's fluency in interpreting metaphors. Specifically, it examined the development of an implicit interpretation strategy found in adults of mapping relational structure from base to target. Ten subjects from each of three age groups—five to six years, nine to ten years, and college-age students—interpreted attribute, relation, and double metaphors. In attribute metaphors, the predicates shared by the base and target objects were object-attributes (both are round). In relation metaphors, the shared predicates were relations (both help people get well), while in double metaphors, both attributes and relations were shared. The major result of the study was that the relationality of the responses increased significantly with age, while attributionality showed no age increase. The findings indicate a developmental increase in relational focusing; other aspects of the data suggest that this trend may be due in part to the accretion of knowledge. (A list of materials used in the study and sample interpretations are appended.) (FL)

#### ED 245 198 CS 007 668

Graham, Kenneth G. Robinson, H. Alan

**Study Skills Handbook: A Guide for All Teachers.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-87207-858-2

Pub Date—84

Contract—400-83-0025

Note—137p.; Small print on several pages may not reproduce well.

Available from—International Reading Association, 800 Barksdale Rd., Box 8139, Newark, DE 19714 (No. 858, \$5.50 members, \$8.00 non-members).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Theories, Elementary Secondary Education, \*Learning Strategies, Metacognition, Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Strategies, Retention (Psychology), \*Skill Development, Study Guides, Study Habits, \*Study Skills, Teacher Role

Identifiers—\*Prereading Activities

Intended for elementary and secondary school teachers, this handbook provides practical instruction for the development of students' study strategies. Each of the four chapters begins with a study guide and closes with a reaction guide, thus illustrating for the reader an excellent study strategy that teachers may use with text materials in their classes. The first chapter discusses the nature of readers, reading processes, and specific study skills. The remaining three chapters discuss study strategies useful before, during, and after reading. (HTH)

#### ED 245 199 CS 007 669

Georges, Betty

**The Use of Reading Games (Activities) in the Classroom.**

Pub Date—May 84

Note—125p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Disadvantaged Youth, Grade 3, \*Learning Activities, Primary Education, \*Reading Achievement, \*Reading Games, Reading Improvement, \*Reading Instruction, \*Reading Research, Urban Education

A study was conducted to determine if the use of reading games or activities would cause greater improvement in the reading achievement scores of third grade low-achieving students in an urban school than would traditional instructional methods. A control group of five children received traditional reading instruction, while an experimental group of seven students used 30 vocabulary, sequence, and main idea games designed to correlate with the "Magic Times" text in the Macmillan reading series. Pretesting and posttesting were done with the comprehension section of the Metropolitan Achievement Tests. Results indicated that the children in the experimental group scored higher on the test than did the control group students. The difference between the means of the two groups, however, was not statistically significant. (Appendices contain a list of reading games, sample activity sheets for sequence and main idea, and testing materials.) (FL)

#### ED 245 200 CS 007 670

Southworth, Nicki

**A Comparative Study of Single-Parent Children and Two-Parent Children in Behavior, Achievement, and Emotional Status.**

Pub Date—May 84

Note—43p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affective Behavior, Behavior Patterns, Comparative Analysis, \*Emotional Adjustment, Family Characteristics, \*Family Influence, Mathematics Achievement, \*Nuclear Family, \*One Parent Family, Psychological Studies, \*Reading Achievement, Reading Research

A study compared the academic achievement, classroom behavior, and emotional stability of 21 elementary school students from single-parent families to that of 21 students from intact, nuclear families. Behavior checklists were used to ascertain classroom behavior, and academic achievement was assessed through analysis of test scores on the Educational Records Bureau Comprehensive Test. In addition, human figure drawings were studied to interpret the children's emotional status. Results indicated that there was a statistically significant difference between single-parent and nuclear family children, with those from single-parent homes showing lower mathematics and reading achievement, poorer deportment in school in certain areas, and less emotional stability than their nuclear family classmates. (A copy of the checklist and a list of emotional indicators shown by human figure drawings are appended.) (Author/FL)

#### ED 245 201 CS 007 671

Ollila, Lloyd O. And Others

**Leadership: A Survey of the Reading, Work Habits, and Educational Influences on Seventy-Five Young Educational Leaders.**

Pub Date—[83]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrators, \*Influences, Lead-

ership, \*Leadership Qualities, Professional Development, Professional Recognition, \*Reading Habits, \*Reading Research, Study Habits, Success, Surveys, \*Work Attitudes

To determine the work habits, reading habits, and educational influences on educational leaders, a survey was made of 75 leaders identified by Phi Delta Kappa (1981), the professional educators' association. Fifty respondents described time spent reading, materials read, size of personal libraries, length of work week, most effective work place, teaching experience, and educational influences on them. Results showed that with regard to the number of hours devoted to reading each week, the responses ranged from 1 to 40 hours, with a mean of 19.5 hours, and a median of 18.5. The number of books read during the month preceding the survey ranged from 1, as indicated by 12 respondents, to 100 books, as reported by one. Thirty of the respondents said they did their reading at home, while 14 said they did their reading in bed. Others read on the bus, at work, and at airports. The number of professional books varied from 10 to 3,000 with a mean of 607, and a median of 308. The estimated amount of time spent working each week varied from 25 hours to 100 hours, with a mean of 62.5 and a median of 60. The preferred location for work activity was the office for 21 respondents, the home for 22, and the library for 6. A considerable number of the respondents mentioned the significance of a mentor's influence. In short, the findings confirmed that success, whether in leadership or in other roles, is largely predicated on hard work. (A list of survey questions is appended.) (HOD)

ED 245 202 CS 007 672

Cole, Victor

Conceptualization, Abstract Skills and Reading Comprehension.

Pub Date—[84]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Abstract Reasoning, \*Concept Formation, Critical Thinking, \*Curriculum Development, Grade 10, \*Reading Comprehension, Reading Improvement, \*Reading Instruction, \*Reading Research, Research Methodology, Secondary Education, Skill Development, Student Attitudes, Teacher Attitudes

A study was conducted to examine whether improved and more intensive teaching of conceptualization and abstract reasoning skills could be a factor in the improvement of reading comprehension. Subjects were 48 high school sophomores reading at or below grade level, evenly divided in experimental and control groups, from four intact classes. A curriculum devised for the experimental group comprised diverse facets of abstract reasoning skills and was taught over a 5-week period. Pretesting and posttesting were done with a standardized reading comprehension test. Results indicated a statistically significant correlation between conceptualization and reading comprehension. The findings suggest the need for (1) an experimental study with random distribution to establish causality, (2) a test for measuring conceptualization directly and adequately, and (3) an expansion of the experimental curriculum. (FL)

ED 245 203 CS 007 673

Reading Textbooks and Student Progress: A Study of Reading Materials Used for Instruction in Grades One through Six.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Jun 84

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Program Effectiveness, \*Reading Achievement, \*Reading Materials, Reading Material Selection, \*Reading Research, Sex Differences, \*Student Improvement, \*Textbook Research, Textbook Selection

To determine the relationship between particular reading materials used most frequently with students in grades one through six and the amount of progress students made during the 1982-83 school year, a study was conducted by the District of Columbia Public Schools. Nine of the ten reading materials on the approved textbook list were assessed, and 16,733 students, 42% of the students enrolled in grades one through six, who met the selection criteria were examined. The measure of student progress enlisted was keyed to reading progress. Data re-

vealed that there was no significant difference in the amount of student progress associated with the nine tested texts, that the effectiveness of particular reading materials was not significantly influenced by the sex of the student, and that a particular material may be more effective or less effective at a given grade level depending on the instructional level of the student. (CRH)

ED 245 204 CS 007 674

Church, Elizabeth Beretler, Carl

An Investigation of the Awareness and Use of Style in Adolescents' Reading and Writing.

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade 11, High Schools, Language Styles, \*Literary Genres, \*Literary Styles, Models, \*Reading Comprehension, \*Reading Research, Writing Evaluation, Writing Research, \*Writing Skills

Identifiers—\*Literary Models, Reading Writing Relationship

A study assessed the ability of 20 eleventh grade students to recognize particular stylistic features when reading and then to use such features in their writing. Half the subjects were given a model paragraph from an Edgar Allan Poe story, without having the story identified for them, while the other half received only a verbal summary of the story, with the author and genre identified. All students were given a written summary of the paragraphs that followed the model paragraph. These summary paragraphs had been modified from the original in four characteristics (the long sentences in the original were shortened, the tense was changed, all subordination was removed, and the number of adjectival phrases was reduced). The students who had read the model paragraph were instructed to rewrite the summary paragraphs so that they would seem to belong with the model text. The other students who did not see the text were instructed to rewrite the summaries to create a "horrifying" story. All students were given six phrases taken from the original Poe paragraphs that they were supposed to work into their compositions. Between the two groups there was no significant difference in the ability to create a horrifying story. There were also no significant differences between the groups in their use of three of the four modified characteristics: length of sentence, and use of subordination and adjectival phrases. Thus, except for tense, a model text did not help the students to write in the horror genre. (HTH)

ED 245 205 CS 007 692

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations

Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—8p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, \*Cognitive Processes, College English, Doctoral Dissertations, Education Work Relationship, Higher Education, Listening Comprehension, Prisoners, Reader Response, Reading Achievement, \*Reading Instruction, Reading Programs, \*Reading Research, \*Reading Skills, \*Reading Strategies, Recreational Reading, Speech Instruction, \*Study Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The eight titles deal with the following topics: (1) the effect of medium of instruction on the listening comprehension and retention of community college speech students, (2) the relationship between reading ability and on-the-job performance of machine shop employees, (3) the effects of participating in a reading and study skills course on goal and institutional commitments of freshman students at Columbia College (Missouri), (4) the effects of a read-write remedial English teaching method on marginally prepared adults in a community college, (5) the effects of outside reading and outside reading discussion of examples and nonexamples on college

student performance on quiz items related to concepts of applied behavior analysis, (6) a model for synthesizing reader response and literary text in teaching college English, (7) the effects of individual cognitive style and processing differences on metacognitive reading strategies, and (8) the influence of reading achievement, reading program variability, and personal characteristics on the self-concept and acceptance of others of correctional facilities' inmates. (FL)

ED 245 206 CS 007 693

Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—7p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Doctoral Dissertations, Elementary Education, Handwriting, Higher Education, \*Integrated Activities, Language Processing, \*Learning Theories, Reading Achievement, Reading Comprehension, Reading Instruction, \*Reading Research, \*Reading Strategies, Writing (Composition), Writing Instruction, Writing Processes, \*Writing Research Identifiers—\*Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The five titles deal with the following topics: (1) a comparison of manuscript writing at the beginning of first grade with reading achievement at the end of first grade, (2) using text comprehension as a metaphor for understanding text production, (3) comprehension of deictic categories in oral and written language, (4) reading and writing strategies of fifth grade children, and (5) constructing texts in reading and writing. (HTH)

ED 245 207 CS 007 694

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations

Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—13p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Attitude Measures, \*Communication Skills, Computer Assisted Instruction, Doctoral Dissertations, Elementary Secondary Education, Higher Education, Minimum Competency Testing, Nonverbal Communication, Predictive Validity, Reading Attitudes, \*Reading Comprehension, Reading Instruction, \*Reading Research, \*Reading Tests, Remedial Reading, State Programs, \*Test Reliability, \*Test Validity

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) learning literacy skills in a remedial reading classroom; (2) the development of an observation instrument designed to classify specific nonverbal communication techniques used by conductors of musical ensembles; (3) reading comprehension instruction in microcomputer reading programs; (4) the perceived reading skill needs of community college students as determined by content area faculty; (5) the validity and reliability of the preschool student's bookhandling knowledge task; (6) the relationship between selected learner variables and instruction by student teachers and reading achievement on the Texas Assessment of Basic Skills; (7) measuring the acquisition of reading skills in the first grade; (8) assessment of attitudes that educators, students, and parents have toward certain potentially censorable topics found in adolescent literature; (9) a comparison of sixth grade Thai and American students on two forms of the cloze procedure; (10) English teacher concerns about minimal competency testing graduation requirements; and (11) the effects of computer mediated text and reader study behavior on measures of reading comprehension. (FL)

ED 245 208

CS 007 696



Stahl, Norman A. And Others

**Are Drivers' Manuals Right for Reluctant Readers?**

Pub Date—84

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Driver Education, High Schools, Low Achievement, Motivation Techniques, \*Readability, Readability Formulas, \*Reading Difficulties, Reading Instruction, \*Reading Materials, \*Reading Research, Teaching Methods

Identifiers—\*Reading Motivation, \*Reluctant Readers

Readability formulas were applied to the drivers' manuals of each of the 50 United States and Puerto Rico to determine whether the manuals were appropriate materials for motivating reluctant or low achieving adolescent readers. Four 100-word samples were chosen from each manual, according to four themes common to each manual and of particular importance to young adults: (1) driving under the influence of alcohol, (2) motorcycle safety, (3) the use of seatbelts, and (4) obtaining a learner's permit. Readability was calculated using the Fry, Fleish, and Raygor formulas. The readability analyses indicated that the manuals varied widely in reading level difficulty, with at least nine grade levels separating the easiest from the most difficult to read. In more than 60% of the states, students would need to read at or above the tenth grade level. Beyond the scope of the readability formulas, there were other key differences from state to state that appeared to influence the difficulty of the manuals, including organization, tables of content and indexes, and use of headings and highlighting techniques. (Readability levels for each of the 51 manuals are included.) (HTH)

ED 245 209

CS 007 703

Bennett, Susan G.

**Motives for Earning a Secondary Teaching Credential: A Study of English/Language Arts Student Teachers.**

Pub Date—13 Apr 84

Note—38p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Career Choice, \*Educational Research, English Instruction, Journalism Education, Language Arts, Public Opinion, Reading Instruction, Secondary Education, Stereotypes, \*Teacher Education, \*Teacher Motivation, Teacher Qualifications, \*Teaching (Occupation)

A study surveyed 64 teaching credential candidates in secondary school English, journalism, and reading at a large public university, to determine their motivation for entering the teaching profession. The study sought to confirm or refute the popular notion that students choose teaching because they cannot qualify for a "better" career. The responses were divided into two groups: those listing positive and those listing negative motives. The results indicated that 20% of the respondents did, in fact, admit to having motives for pursuing a teaching career consistent with negative stereotypes of teachers. These motives, however, were not statistically correlated with age, sex, or grade point average. The remaining 80% of respondents indicated that teaching was a long-standing, preferred occupation choice. In addition, these respondents had grade point averages exceeding 3.0 on a 4.0 scale. The results refute the popular opinion that teachers are academically inferior and uncommitted. (The questionnaire and individual responses to the motivation question are included.) (HTH)

ED 245 210

CS 007 705

Lorch, Robert F., Jr. Lorch, Elizabeth Puzles

**On-line Processing of Text Organization.**

Pub Date—May 84

Note—23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, Higher Education, \*Language Processing, Reading Comprehension, \*Reading Materials, Reading Processes, \*Reading Research, \*Reading Strategies

Identifiers—\*Text Structure, \*Topic Sentences

A study was conducted to determine how a reader identifies and represents the major topics in a text and their interrelationships. Subjects, 56 college students, read two texts one sentence at a time. Each text contained 12 paragraphs that discussed six attributes of two major topics. The paragraphs on one text were organized by attribute, while the topics of the other text were randomly organized. Reading times were recorded for the initial, topic-introducing sentences of each paragraph, and for matched, nontopic sentences. Results showed that reading times for topic sentences depended upon text organization, while reading times for nontopic sentences did not, and that topic sentences were read faster if the new topic was predictable as opposed to unpredictable from the preceding text topics. The findings suggest that when readers encounter a new text topic, they integrate it into a representation of the topic structure of the text. (Author/FL)

ED 245 211

CS 007 709

Fisher, Jan

**Affirming the Use of Young Adult Literature in the Classroom—A Little Psychology of Reading!**

Pub Date—8 Jun 84

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescent Literature, Instructional Materials, \*Literature Appreciation, Motivation Techniques, Reading Achievement, Reading Habits, \*Reading Instruction, \*Reading Interests, Reading Material Selection, Secondary Education, \*Teacher Role

Identifiers—\*Classics (Literature), \*Reading Motivation

Secondary school reading teachers are confronted with the goal of enticing adolescents to a lifelong appreciation of books. Unfortunately, teaching the "classics" of literature frequently entails stylistic enrichment and understanding of literary devices, something of a "bottom-up" approach, that turns many students away from reading for pleasure. At the same time, adolescents are confronted with developmental tasks, such as establishing peer and sex roles and independence from parents, which also distract them from reading for pleasure. Reading young adult literature in the classroom is an acceptable healthy means by which students can work through these developmental tasks. Teens enjoy young adult books because, unlike the classics, these books deal with problems teens themselves are or will be coping with in their lives. The secret in motivating students to read is only a matter of giving them literature to which they can relate on a semantic, rather than on a grapho-phonetic or syntactic, level. It is the semantic level that is the final key to understanding, enjoying, and becoming proficient readers. Careful selectivity of young adult novels provides teachers with an invaluable tool for increasing reading interest and proficiency. (HTH)

ED 245 212

CS 007 713

**Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:**

**Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—14p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Annotated Bibliographies, Decision Making, Doctoral Dissertations, Educational Research, English Instruction, Higher Education, Inservice Teacher Education, Instructional Innovation, \*Knowledge Level, Reading Instruction, \*Reading Research, Reading Teachers, \*Teacher Attitudes, \*Teacher Behavior, Teacher Characteristics, \*Teacher Education, Teacher Effectiveness, Teaching (Occupation)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) classroom models of the teaching of English; (2) the design, development, and field testing of a technique to measure the effectiveness of adult education instructors in managing their verbal communication of intent when establishing the instructor/learner relationship; (3) precepts of the place of college reading instruction among faculty members in four-year colleges; (4) instructional effects of text structure-based reading

strategies on the comprehension of scientific prose; (5) diagnostic reading test interpretation by reading teachers; (6) the effects of inservice reading training on teacher strategies and student performance in an occupational training program; (7) teacher knowledge of spelling research and instructional methods of spelling ability; (8) teacher attitudes toward learning disabled elementary school pupils as related to reading achievement; (9) innovative practices of language arts teachers; (10) factors contributing to teachers' decision making policies associated with effective reading instruction; and (11) principals' knowledge of reading concepts. (FL)

ED 245 213

CS 007 714

**Remedial and Compensatory Reading Instruction:**

**Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—12p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Annotated Bibliographies, Audiovisual Aids, Doctoral Dissertations, Dyslexia, Elementary Secondary Education, \*Federal Programs, Higher Education, Language Acquisition, \*Learning Disabilities, Oral Reading, Reading Ability, Reading Difficulties, Reading Improvement, \*Reading Instruction, \*Reading Research, \*Remedial Reading, \*Self Concept, Silent Reading, Tutoring, Writing Skills

Identifiers—\*Elementary Secondary Education Act

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the effects of an experimental program for reluctant readers on reading ability, writing ability, and self-concept; (2) the effects of a cross-age tutoring program for teaching remedial reading to high school students; (3) the language acquisition and reading comprehension of learning disabled and Chapter 1 students; (4) the reading skill deficiencies of adults enrolled in a community college reading improvement course; (5) the differences in oral reading behavior between disabled secondary school readers and developmental elementary school readers; (6) possible relationships between the materials used in remedial reading and student achievement; (7) sustained silent reading with junior high school remedial readers; (8) the effects of communications training on self-concept and reading ability; (9) repeated reading and reading fluency in learning disabled children; (10) the relationship between modal preference and "dyslexia"; (11) the immediate and sustained effects of two cassette support systems on the achievement of remedial readers. (FL)

ED 245 214

CS 007 715

**Reading, Comprehension, and Memory Processes:**

**Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—19p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Annotated Bibliographies, Cognitive Processes, Content Area Reading, Doctoral Dissertations, Elementary Secondary Education, Higher Education, \*Memory, \*Reading Comprehension, \*Reading Instruction, Reading Interests, Reading Materials, \*Reading Research, \*Reading Strategies, \*Recall (Psychology)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) the relation of specific perceptual, cognitive, and training variables to reading skills acquisition of kindergarten students; (2) the implications of interest on the literal reading comprehension of early readers; (3) the effects of graphic organizers, text organization, and reading ability on the recall of text information; (4) the effects of training in selected SOI memory factors on reading readiness in kindergarten children; (5) children's use of story schema in successful and unsuccessful

cessful reading comprehension; (6) the role of text structure in the comprehension of information from prose passages; (7) comprehension processes of third grade children; (8) the reading strategies used by proficient adult readers to comprehend difficult expository text; (9) the effects of levels of propositional complexity and syntactic complexity upon reading comprehension; (10) young children's understanding and recall of a short story; (11) differential comprehension patterns of mature slow and fast readers in extended discourse; and (12) the instantiation hypothesis as a developmental, conceptual, and imaginal function. (FL)

**ED 245 215** CS 007 716

**Reading and Study Skills and Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—17p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Annotated Bibliographies, \*Basal Reading, Beginning Reading, \*Cognitive Processes, \*Computer Assisted Instruction, Doctoral Dissertations, Elementary Education, Illustrations, Reading Comprehension, Reading Habits, \*Reading Instruction, Reading Materials, Reading Programs, \*Reading Research, \*Study Skills, Teacher Role, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) inferential questions in four basal readers; (2) reading instruction in an effective school setting; (3) the social-emotional dimension of teacher-student interactions during beginning reading instruction; (4) the effects of story enactment and teacher-led discussion on preschool children's story comprehension; (5) the use of modified maze procedures to improve the reading comprehension of first grade children; (6) the influence of a prekindergarten teacher's whole language model of reading on a group of parents; (7) the development of children's text summarization skills; (8) pictures, adjunct questions, and learning from text; (9) factors related to book sharing behaviors of parents and young children; (10) the effects of illustrations on a context method of learning reading vocabulary for fourth grade students; (11) the effect of small group and computer assisted inference training programs on students' comprehension of implicit causal relationships; (12) the effects of imagery training and listening to fairy tales on reading comprehension and creativity of third grade students; and (13) function word recognition in beginning reading. (FL)

**ED 245 216** CS 007 717

**Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—13p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Annotated Bibliographies, \*Cognitive Processes, Doctoral Dissertations, Elementary Secondary Education, Higher Education, Learning Theories, Listening Comprehension, Parent Role, Personality Traits, Readability, \*Reading Achievement, \*Reading Attitudes, Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Teacher Role, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) the effects of a six-months school entrance age difference on reading, mathematics, and language achievement in primary school children; (2) relationships among reading attitude, self-concept, and reading achievement of academically talented intermediate grade students; (3) listening comprehension; (4) the immediate influence of protein on reading achievement; (5) the ef-

fect of student mobility on the time required for placement at three basal reading levels; (6) the trope density of social studies textbooks; (7) the effects of ECRI on reading achievement; (8) the relationship between children's concept of story and reading comprehension of narrative prose; (9) first grade students' original narratives as a reflection of schema for story and of the relationship between schema for story and reading readiness and reading achievement; (10) teacher influence on the reading attitudes and reading behavior of seventh grade language arts students; (11) readability and the cognitive-conceptual aspects of reading; and (12) the effects of children's achievement in reading and attitude toward reading resulting from parent-introduced reading games. (FL)

**ED 245 217** CS 208 060

Zemelman, Steven

**A Debate about Writing, and How Gregory Bateson Helps Deal with It.**

Pub Date—Mar 83

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983). For related documents, see CS 208 060-062.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Educational Philosophy, Educational Theories, Student Attitudes, \*Teacher Attitudes, \*Teacher Responsibility, Teaching Methods, Writing Evaluation, \*Writing Improvement, \*Writing Instruction, \*Writing Research Identifiers—Bateson (Gregory), Stochastics

In order to encourage teachers to allow students to explore and discover larger patterns in their work, including their mental growth beyond their immediate performance, this paper recommends the philosophy of Gregory Bateson as a teaching approach. The first principle considered in the paper is that a mental process requires circular or more complex chains of determination, with the mind acting as a self-correcting mechanism. Compared to the writing process, the qualities of recursiveness and time order are linked to levels of complexity and the interrelationship of parts. Next, it considers the stochastic process as found in learning and composing, deeming it central to structuring information in the mind and in nature. The third principle discussed in the paper is the hierarchy of logical types, in which speakers send messages about the nature of their messages that may sometimes conflict with the message, thus creating paradox. The paper argues that students do not learn principles of composition because of the contrary messages sent and the abstract requirements established by teachers. It also argues that by using Bateson's framework, teachers can encourage more honest and effective student writing. (CRH)

**ED 245 218** CS 208 061

Thompson, Chezia Brenda

**Developing Writing Competency in Black Students: The Double-Bind Theory and the University Context.**

Pub Date—Mar 83

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983). For related documents, see CS 208 060-062.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Academic Aspiration, \*Black Diagnostics, \*Black Students, \*Educational Philosophy, Educational Theories, Higher Education, Student Attitudes, Teacher Attitudes, \*Teacher Responsibility, Teacher Role, \*Writing Improvement, \*Writing Instruction, Writing Research Identifiers—Bateson (Gregory)

To advocate the work of Gregory Bateson, especially his Double-Bind theory, this paper describes how the theory can be applied to particular instances and to the general experience of black students in a predominantly white, authoritarian college setting. The paper argues that misuses on the part of black students in the classroom and in writing are a result of confused, near-pathological behavior in a hostile environment. It explains these behaviors as the result of the double-bind, in which black students become enmeshed while trying to respond to a teacher's mixed messages regarding the mechanical structures of edited American English

and appropriate rhetorical strategies. For black students, the paper recommends three to six hours of weekly one-to-one instruction in writing, the use of Tyteca's "The New Rhetoric" to delineate rhetorical models, and instruction in using process models to write papers. It also recommends using strategies for translating original manuscripts into edited American English, including computerized text editing systems. (CRH)

**ED 245 219** CS 208 062

Rocklin, Edward L.

**The Resonance of Dialogue: Composing a Literature Class.**

Pub Date—Mar 83

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983). For related documents, see CS 208 060-062.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Class Activities, \*Classroom Communication, \*Classroom Techniques, \*Literature Appreciation, \*Perceptual Development, \*Process Education, Story Telling, Teaching Styles, \*Writing (Composition), Writing Instruction Identifiers—Stochastic Analysis

A class can be seen as forming a larger unit of mind, a unit that becomes its own context, and this context can become the scene not only for an error-correcting but also a growth-producing process. Perception is always a comparison between at least two messages, and what is perceived is the difference between them. This principle is critical to teaching, since much of what is called teaching style depends on how differences are elicited and used. One way to create a positive context is by creating shared experience between students, teacher, and text by means of storytelling. Sharing creates connections to bridge differences and make them less threatening. If this creation of common ground is successful, then these transactions become habitual, and an ongoing community or group is formed. A safe space is also created, one in which members of the group can take larger risks and share wider experiences. In both literature and composition classes, this leads to a stochastic process, a form of interaction between parts of the mind. The process begins in each individual's mind, then continues as the differences between students emerge as a result of shared responses. Students listen, and compare their own interpretations to those of others. The effect of these comparisons is both to make a story problematic rather than transparent and to precipitate debate. Rather than emphasizing the knowledge or wisdom obtainable from a work, emphasis is placed on the processes students can master that are used to compose talks, classes, essays, dialogues, or new selves. (CRH)

**ED 245 220** CS 208 187

Agee, Warren K. Traquina, Nelson

**A Frustrated Fourth Estate: Portugal's Post-Revolutionary Mass Media. Journalism Monographs Number Eighty-Seven.**

Association for Education in Journalism and Mass Communication.

Pub Date—Feb 84

Note—63p.

Available from—Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 (\$5.00, single issue).

Journal Cit—Journalism Monographs; n87 Feb 1984

Pub Type—Reports - Research (143) — Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Court Litigation, Economic Research, Foreign Countries, Freedom of Speech, \*Government Role, Higher Education, \*Intellectual History, International Studies, \*Journalism, \*Mass Media, Mass Media Effects, \*Media Research, Newspapers, News Reporting, Periodicals, Political Socialization, Radio, Television Identifiers—\*Media Role, \*Portugal

To explain how and why the Portuguese mass media constitute a frustrated Fourth Estate, this monograph summarizes the history and development of Portuguese media. The first section summarized the history of media legislation that has confronted Portuguese journalists and stunted the

development of journalistic tradition. The second section presents current statistics on the circulation and consumption of Portuguese mass media and recounts its historical development. The third section begins a close examination of media types by detailing the political and economic situations of Portuguese newspapers and magazines, while the fourth describes press associations and their governmental and economic connections. The fifth section details the state supported and Catholic radio stations and their formats, and the sixth section examines how television has become more dependent on government support, yet is supposedly free from political manipulation. A final section focuses on the development of mass communication education, describing the establishment of bachelor degree programs at Portuguese universities. The report concludes by examining, in brief, the current bleak state of professional journalism in Portugal and the threat posed to the press by proposed legislation that would seriously limit key rights of journalists. (CRH)

ED 245 221

CS 208 238

Compre, Joseph J.

*An Ongian Perspective on the History of Literacy: Psychological Context and Today's College Student Writer.*

Pub Date—Mar 84

Note—20p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Philosophy, Educational Theories, \*Epics, Higher Education, \*Historiography, \*Intellectual History, Psycholinguistics, \*Rhetoric, Textbooks, Writing Difficulties, \*Writing Improvement, Writing Instruction

Identifiers—\*Ong (Walter)

To link the perspectives of Walter Ong on the history of literacy to the psychological context of college writers, this paper contrasts the mind-sets that are important to writers: the oral community of the ancient epic and the modern psychological perspective, with its emphasis on the one against the many. In the first section of the paper, Ong's work is related to the history of literacy, while the second section explains the theories and significance of ancient and modern oral formulary. The third section analyzes and then contrasts Tudor and early Renaissance rhetoric to the Romantic Movement's de-emphasis of rhetoric, and the fourth section connects historical development of rhetoric to student writers of today. The final section delineates four teaching strategies intended to address the needs of modern writing students. (CRH)

ED 245 222

CS 208 244

Mack, Tom

*Introducing Rhetorical Patterns through Group Activities.*

Pub Date—Oct 83

Note—7p; Paper presented at the National Council of Teachers of English Southeast Regional Conference (3rd, Charleston, SC, October 27-29, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Classroom Techniques, Descriptive Writing, \*Group Activities, Higher Education, Narration, Persuasive Discourse, Secondary Education, Teaching Methods, \*Writing Exercises, Writing Improvement, \*Writing Instruction

Group activities in the classroom can be a useful way to explore various standard rhetorical patterns. For descriptive writing, students can select and write about unsigned collages made by classmates. The writer can try to find a unifying theme that characterizes the artist's personality. A narrative component can be added to descriptive writing by dividing the class into three groups and by having each group work independently to create a setting, a cast of characters, and action. The three disjointed contributions can then be merged through chalkboard arbitration into a single dramatic scene. A third activity, which results in description, dialogue, and anecdote, involves an interview with a person whose one-line description the class has found most intriguing. Finally, to introduce argument, students can be divided into three or four groups and assigned a common topic. A "secretary" can write

down fellow class members' evidence in support and in refutation of the argument. Almost invariably, the resulting essays will be more sophisticated than they would have been without benefit of the authors' committee experience. (HTH)

ED 245 223

CS 208 254

Foster, Dan

*Coherence, Cohesion, and Deixis.*

Pub Date—Mar 84

Note—9p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Coherence, \*Cohesion (Written Composition), Communication Research, \*Discourse Analysis, Educational Theories, Higher Education, Linguistics, \*Writing Evaluation, Writing Improvement, Writing Instruction, \*Writing Research

Identifiers—Deixis, \*Referents (Linguistics)

Composition theory accounts of coherence have tended to look at relationships within the text rather than at those between the text and the real world. In fact, empirical evidence suggests that the relationships between the text and the real world may be just as important for coherence. Forty-eight short papers were selected at random from those written for the English composition test at the University of British Columbia. The papers were rated by four trained readers on coherence factors such as flow, organization, and the accessibility of the main point. The papers were then subjected to analysis for t-unit topics to determine which of them were related to a previous sentence element, either topic or comment, and which were not. The percentage of topics having no linguistic relationship to an element was determined and correlated with total scores. Results indicated that coherence judgments by readers did not depend on a greater number of linguistic relationships among topics, but seemed to depend on messages with deictic anchors, or referents that direct the reader's attention to specific points in time and space. (CRH)

ED 245 224

CS 208 255

Connors, Robert J.

*Historical Inquiry in Composition Studies.*

Pub Date—Mar 84

Note—23p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, \*Educational History, \*Educational Philosophy, Higher Education, \*Intellectual History, Professional Occupations, Social History, Textbooks, Writing (Composition), \*Writing Instruction, \*Writing Research

Historical study of composition theory and teaching occupies a peculiar place in the discipline of composition instruction. It does not attempt new applications for theory, and pretends to no direct pedagogical applications at all. Unlike empirical research, it does not use experimental method or scientific rigor. However, the study of history, for various reasons, is one of the central continuing humanistic endeavors. And to find meaning in the story of composition teaching theory is to find meaning in the discipline itself. During the nineteenth century the college course in writing grew out of social and cultural forces demanding such instruction, and not out of a body of theoretical knowledge that could be developed and applied. Composition at the college level was created nearly out of whole cloth by the instructors charged with teaching it, and understanding the battles fought during its creation and some of the major figures involved can lead to a clearer picture of its uniqueness and of the unique problems of the discipline. (CRH)

ED 245 225

CS 208 258

Schwartz, Helen J.

*Computer Aids for Individualizing Instruction throughout the Writing Process.*

Pub Date—Mar 83

Note—20p; Paper presented at the Annual Meeting of the Conference on College Composition

and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Software, Higher Education, Individualized Instruction, Secondary Education, \*Word Processing, Writing Improvement, \*Writing Instruction, \*Writing Processes, Writing Skills

This document describes how computer assisted instruction and word processing can combine the systematic coverage of a writing class with the individualization of a writing workshop. Ways to revise computer programs for use in a writing course are reviewed and currently available relevant programs are detailed. The act of word processing itself is first described as having advantages in encouraging students to take meaningful risks as they write. Programs designed to aid student invention, such as TOPOI, BURKE, and TAGAI, are described, as well as SEEN, along with examples of its application. The composition process is related to the neat appearance of words on the screen, and BEGINNINGS is described as a program that details compositional related approaches to writing. Shared disks and textfiles, as well as the malleability of the screen text are identified as aids to revision, as are programs and textfiles that aid grammar and spelling study. Finally, programs that deal with organizational skills are recounted. (CRH)

ED 245 226

CS 208 273

Salmon, Caryn C. And Others

*Satisfaction with the Advertising Agency: From the Advertiser's Perspective.*

Pub Date—Aug 84

Note—27p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Advertising, \*Business, Competence, \*Interaction, Interpersonal Competence, Job Performance, \*Media Research

Identifiers—\*Advertising Agencies, \*Client Satisfaction

Based on the idea that the relationship between a client and its advertising agency is primarily a "people" relationship, a study was undertaken to examine the factors that influence a client's satisfaction with its agency, particularly in the day-to-day, or maintenance, phase of the relationship. Data were taken from responses given by 182 advertisers to a mail questionnaire that asked them to rate several maintenance and task factors that might influence their satisfaction with their advertising agencies. Results showed that a surprisingly large number of advertisers (51%) was dissatisfied with their agencies, suggesting a lack of understanding between the two organizations. Organization size and advertising budget influenced the importance ratings of maintenance and task issues, with smaller companies with smaller budgets more concerned with the success of the agency in handling task issues such as creative work or research, and larger organizations more concerned with maintenance or relationship issues. Regularly scheduled reviews of agency work were more often carried out by organizations with larger rather than smaller budgets. Finally, the results indicated that advertisers that had been allowed to choose their agencies—as opposed to using one chosen by a parent company, for example—were more satisfied with the work of that agency. (FL)

ED 245 227

CS 208 287

Buddemeier, Richard E.

*Origins of the Freshman Writer: A View from the Middle School.*

Pub Date—Mar 84

Note—18p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Classroom Communication, \*College Freshmen, Elementary Secondary Education, Higher Education, \*Middle Schools, \*Teacher Role, Values, Values Clarification, \*Writing Improvement, \*Writing Instruction



tion. \*Writing Readiness, Writing Research

When college freshmen are required to write, it seems that they operate under several values that appear to be perpetuated by schooling and should be addressed. It is important to realize that the contexts for writing of middle school students and college freshmen are virtually identical. The first comparable value is speed—the rapid expression of information signals the academic competence of the communicator. The second value is image, which includes neatness and verbal convention as important features of communication, and the third is silence, as the atmosphere in which teaching and learning are thought to be most successful. In addition, students are seen not as composers, but as recorders of the teacher's closure. In recognizing and understanding these values, it is necessary to allow time and flexibility for students and teachers to come to shared interpretations of assignments, thus ensuring success unrelated to speed and quick thinking. Also, students should write in a community that values writing, one in which the teacher is convinced of its value, peers are trained in its value, and student writers discover their own closure. Finally, collaborations preclude silences. (CRH)

ED 245 228 CS 208 288

Bernstein, Harriet

What Literature Should Adolescents Be Reading?

Pub Date—Apr 84

Note—9p.

Available from—Association for Supervision and Curriculum Development, 225 North Washington St., Alexandria, VA 22314 (25 copies, \$6.00, 50, \$10.00, 100 or more, \$18.00 per 100).

Journal Cit—ASCD Curriculum Update; Apr 1984

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescent Literature, Censorship, Curriculum Problems, English Curriculum, English Instruction, \*Literature Appreciation, Literature Reviews, \*Reading Material Selection, \*Reading Research, Secondary Education

Basic skills versus free reading for comprehension, classics versus contemporary novels, and ethnic literature versus a common core of literary culture are among the hotly debated arguments in teaching today. Even among educators and specialists in the field, there is no agreement. However, the National Council of Teachers of English Commission on Literature has surmised several trends in literature instruction. That classics are being taught contrasts with the notion that students need more current or popular works, and despite the persistent rumor that low-track readers are given substandard works, the general trend is toward giving them classics. In addition, teachers may be teaching children to dislike classic literature because they themselves have not been through adequate teacher preparation programs. It also appears that there is an overall decline in the exposure of students to literature at all levels, in part because fewer literary works and more nonfiction works are being published. A related trend is the increased emphasis being placed on the teaching of the sociological content rather than the aesthetic values of a work. Paradoxically, there is a decline in the use of world and ethnic literatures. Other trends include less use of trade books and more reliance on anthologies in schools, and the continued efforts of special interest groups to censor reading lists, textbooks, and library materials. (CRH)

ED 245 229 CS 208 299

Fortune, Ron Neuleib, Janice

Integrating Secondary and Post-Secondary Writing Instruction through Collaborative Teaching.

Pub Date—Mar 84

Note—30p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College School Cooperation, \*Curriculum Development, Curriculum Enrichment, Higher Education, Secondary Education, Sequential Approach, Teacher Improvement, \*Writing Exercises, \*Writing Instruction, \*Writing Research

Identifiers—\*Writing Programs

With support from the National Endowment for the Humanities, writing teachers at three central Illinois high schools, a community college, and Illi-

nois State University (ISU) are addressing the problem of getting composition teachers to cooperate in developing long range curricula and sharing actual classroom practices through a collaborative teaching project. The program began in July 1983 and will continue through May 1985. It is subdivided into five stages that are carefully structured to build a sequential writing program starting in the sophomore year of high school and moving through the freshman year of college. Participating teachers first met in daily workshops for a month studying recent research on the writing process and on the relationship between cognitive growth and the development of writing abilities. During the fall semester, the high school and community college teachers cooperatively taught the freshman writing course at ISU with the two university teachers. The ISU instructors then collaboratively taught the high school and community college students with their counterparts. After the teaching was completed, the participants met again to develop a curricular plan for each of the project's courses and to integrate that course into a long-term sequence. (CRH)

ED 245 230 CS 208 301

Brookley, Linda

The Context of Cooperation in Academic Discourse.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Anthropology, \*Classroom Communication, Communication (Thought Transfer), Culture Conflict, \*Discourse Analysis, Folk Culture, Foreign Students, Higher Education, Questioning Techniques, Secondary Education, \*Student Teacher Relationship, \*Teacher Role, \*Writing Improvement, \*Writing Instruction, Writing Skills

Teachers should begin to think about how they mete out responsibility for spoken and written discourse in the classroom. Research indicates that most teachers initiate and sustain a question-answer-evaluation pattern. This pattern is doubly enacted in the composition course in writing as well as speaking. Unfortunately, this pattern may also condition students not to ask questions, and to believe that the only circumstances under which they should write is when a teacher asks them a question. However, since questions and answers are an important part of academics and since students need to have skills in recognizing and answering questions to be successful, what is required is a practice that would allow students to think, speak, and write for themselves, but as students of academic culture (i.e., as "serious" students). By adopting the approach to content of a cultural anthropologist, students—especially foreign students—have an edge as observers, since very little they see strikes them as natural. Further, since foreign students are observing the very culture they need to learn about, class discussions and essays can draw on their culture shock and loneliness within an academic frame. And while the teacher, in class discussions, may still be the manager and the critical interlocutor, the students themselves begin to consistently frame essay questions suitable for everyone. (CRH)

ED 245 231 CS 208 310

Olasky, Marvin N.

Reception of Edward Bernays' Doctrine of "Manipulating Public Opinion."

Pub Date—6 Aug 84

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, \*Communication (Thought Transfer), \*Intellectual History, Mass Media, \*Modern History, \*Propaganda, \*Public Relations

Ivy Lee and Edward Bernays are generally regarded as the founding fathers of modern public relations. While Lee has been the subject of a full biography that included contemporary reaction to his ideas, there has been no similar work on how

Bernays' ideas were received, though his ideas were in some ways more radical. He believed that propaganda was the modern instrument by which intelligent people could fight for productive ends and could help bring order out of chaos. He argued that public opinion was slow and reactionary, and that those who use the psychology of public persuasion to bring about changes in public opinion are performing a great public service. Initial reactions to Bernays' first book were enthusiastic, but by 1928 he was coming under heated criticism for his forthright work "Propaganda." By 1935 his techniques were being compared to those used by Nazis, but he weathered this period comparatively unscathed. During the 1940s, Bernays was noted as the most successful publicist in the country. He pioneered fellowships at United States universities for the study of public relations, and is now generally regarded as a man with a vision of authoritarian liberalism mixed with corporatism, and as a seminal thinker concerning the synthesis of a new Freudian perspective with the older practices of the publicists' trade. (CRH)

ED 245 232 CS 208 312

Bizzell, Patricia

What Happens When Basic Writers Come to College?

Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Biculturalism, Civil Rights, College Students, High Risk Students, Language Skills, \*Language Standardization, \*Language Usage, \*Nonstandard Dialects, Social Discrimination, Standard Spoken Usage, Subcultures, \*Writing Readiness, Writing Research, \*Writing Skills

Identifiers—\*Basic Writers

Basic writers are defined as those whose home dialects are least like standard English. Given that all dialects of English are capable of conveying complex thought, the question facing educators is, Should students be made to learn and work in standard English, or should they be given the opportunity to express themselves in their home dialect? Basic writers, unfamiliar with the genres of academic writing, write according to discourse forms with which they are familiar, such as soap operas or grammar school history lessons. The question of whether students should be required to learn conventional genres or allowed to work in ones with which they feel comfortable is answered by standard English advocates who say that the standard forms are necessary for college work and by advocates of other forms who say that criteria for college success must change. In looking at academia as a language community in which language creates and organizes a world view, the clash between dialects becomes apparent. As basic writers learn the new world view, they become bicultural and are pressured into subsuming their less prestigious, less socially powerful world view in favor of the academic. (CRH)

ED 245 233 CS 208 327

Duke, Charles R.

Literature and the Making of Meaning.

Pub Date—[82]

Note—12p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Language Arts, \*Literary Criticism, \*Literature Appreciation, Oral Interpretation, \*Reader Response, \*Reading Attitudes, \*Reading Comprehension, Reading Habits, Reading Processes, Secondary Education, Student Teacher Relationship, Teacher Role, Writing Exercises

Identifiers—Reading Writing Relationship, \*Student Journals

Teachers should be making every effort to use approaches for teaching literature that encourage students to discover the meaning of a text for themselves, using the language of the text and without unnecessary teacher intervention. Therefore, rather than having the students be led by the teacher/interpreter through a work they encounter the first time, they should become actively engaged by knowing that they are going to have to explain their reading to others who have read the same text but may not have seen the same things. Starting with the

so-called "gut" reaction, which contains many bits and pieces from which meaning can gradually emerge, students can be encouraged to keep journals to record their responses along general guidelines or question sets. Journal entries then can be used to generate discussion in class or used in later essays as the nuclei of key ideas. After they become comfortable with the initial observations and reactions recorded in the journal, students should be encouraged to read a work closely and make observations about what they discover. Oral reading of both poetry and prose can show students that slow reading will help them learn and interpret the language of the text, and that personal observation will also help them range over the text in a nonlinear fashion. Such a process of making meaning takes time, but to enable students to uncover the possibility for enjoyment of reading and the importance of making meaning for themselves from their reading, is worth the risk and effort. (CRH)

**ED 245 234** CS 208 328

Wolf, Rita Grotto, Gerald L.  
Images: A Question of Readership.  
Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Evaluation Criteria, \*Media Research, \*Photographs, \*Reader Response, Reading Comprehension, Reading Interests, Recall (Psychology), \*School Newspapers, \*Student Reaction, \*Visual Stimuli

Identifiers—\*Photojournalism

To determine what general aspects of photographs appeal to readers—as opposed to subject matter categories that might or might not be tied to events—95 college students reported their readership of three alternate front pages of the daily student newspaper. Specifically, the study examined whether readers were more likely to read stories accompanied by photographs meeting the criteria of animation, relevant context, and depth of meaning, and whether they were more likely to recall facts from stories accompanied by photographs meeting these criteria. Each front page featured a large photograph. One was an action shot, judged by a panel of photojournalists as having at least one of the qualities being studied. One photo, a portrait, was judged as having none of the qualities, while a third photograph was an art photo not related to the story. The results support findings that large photographs increase readership and the recall of facts from stories they accompany. However, the criteria selected did not appear to be valid measures of what attracts readers to a story and encourages them to read it carefully enough to remember what it says. (Copies of front pages used in the study are appended.) (HOD)

**ED 245 235** CS 208 334

Wilkins, Lee  
Media Coverage of a Blizzard: Is the Message Helplessness?

Pub Date—Aug 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984). Funding for this research was provided by the Natural Hazards Research and Applications Information Center, Institute of Behavioral Science, University of Colorado.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Attitudes, Community Study, Content Analysis, \*Emergency Programs, \*Information Dissemination, Mass Media, \*Natural Disasters, \*Newspapers, \*News Reporting, Perception, \*Television, Weather

Identifiers—Colorado (Denver), \*Media Role

To determine the media's role in hazard awareness, a study analyzed the content of media coverage of the 1982 Denver, Colorado blizzard, the worst storm in that region in 70 years. Data were collected from the two major daily newspapers and from four television stations. The study period began on December 21, about 48 hours before the first real storm warnings were issued, and continued through January 21, 1983. Results showed that Denver television stations and newspapers disseminated 1,366 separate stories—977 television stories

and 389 newspaper articles—in some way related to the blizzard. There were relatively few analytic stories and fewer still investigative pieces. The majority of the stories concerned the disaster impact and the immediate post-disaster emergency response. While the style and content of the media blizzard coverage were highly event-oriented, the media paid little attention to the larger issues of community preparedness, coping, and hazard mitigation that the event raised. Thematically, the media tended to emphasize crisis, powerlessness, and individual helplessness. While a substantial minority of the stories portrayed individuals as capable of mitigating the hazard impact, the majority of the stories portrayed the individual—and even local government—as helpless against the onslaught of nature. (HOD)

**ED 245 236** CS 208 335

Utt, Sandra H. Pasternack, Steve  
The Use of Graphic Devices in a Competitive Situation: A Case Study of 10 Cities.

Pub Date—Aug 84

Note—38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Competition, \*Graphic Arts, \*Headlines, Journalism, \*Layout (Publications), \*Media Research, \*News Media, \*Newspapers

Through an examination of the appearance of the front pages of separately owned, competitive newspapers in 10 cities in the United States, a study explored the extent to which these newspapers have become modern in their use of graphic devices. Specifically, the study investigated (1) the relationship between a market's newspaper circulation gap and the likelihood of appearance similarity between the two daily newspapers, (2) whether the circulation trailer tended to use more modern graphic devices than the circulation leader, (3) whether morning newspapers tended to be more traditional in their appearance than evening or all-day newspapers, and (4) whether a newspaper's total circulation is related to its use of modern graphic devices. Data revealed that pairs of competing newspapers tended to be more similar in their use of graphic devices than those not in close competition, that newspaper trailers tended to use more modern graphics than leaders, and that larger circulation newspapers tended to use more traditional graphics than smaller circulation newspapers. The findings suggest that as competition increases, sameness in newspaper appearance increases. (Copies of scales used in the study are appended.) (CRH)

**ED 245 237** CS 208 336

Strothoff, Glenn G. And Others  
Magazines and the Environmental Movement: An Ideology Diffusion Model.

Pub Date—8 Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984). Figures are marginally legible because of small print.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication (Thought Transfer), \*Environmental Education, \*Information Sources, \*Journalism, \*Media Research, \*Periodicals, Social Action, \*Trend Analysis

Identifiers—\*Environmental Issues

Content trends were analyzed in more than 3,000 articles in two selected special interest magazines ("Audubon" and "Environment") and two general audience magazines ("Time" and "Saturday Review") for the period 1959-1979. Through this analysis, the study examined the role of the two media types as well as the communication process involved in the crystallization and diffusion of the environmentalist movement and the unification of its substantive concerns. For the special interest magazines, a single issue was randomly sampled for each of the years of the study period. For the general audience magazines, one weekly issue was then randomly sampled from the 8-week period corresponding to the already sampled issue of the special interest magazines. Each article was coded, and individual articles served as the unit of analysis. A total of 1,182 articles from special interest and 1,802 articles from general audience magazines were coded. Content variables were defined at three lev-

els of abstraction: general, relevant, yet essentially unfocused environmental content; doctrinal ideology marked by the themes of fragility, diversity, quality, and policy; and comprehensiveness. Data revealed that early sustained attention by special interest magazines preceded attention in general magazines. It was determined that interest in environmental concerns followed a cyclical pattern that had little relation to real events in history, and that the movement went from crusade to popular movement to its current managerial/bureaucratic status. (CRH)

**ED 245 238** CS 208 340

Fair, Jo Ellen  
Soviet Rural-Urban Integration through Mass Media Use: A Dependency Model Analysis.

Pub Date—7 Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Ethnic Groups, Federal Government, Foreign Countries, \*Government Role, Group Unity, Literacy Education, \*Mass Media, \*Mass Media Effects, Nationalism, National Programs, Newspapers, \*Rural Urban Differences, \*Social Integration

Identifiers—\*Media Role, \*USSR

A review of policy statements made in the past 10 years in Soviet academic journals and Communist Party newspapers indicates that integrating rural and urban populations has become a concern of academics, government officials, and policymakers in the Soviet Union. One means by which the rural segment of Soviet society could be pushed or helped onto the cultural, social, and economic plane of its urban counterpart is through the mass media, specifically, the newspapers. Many Soviet policymakers have concluded that mass media far-centrally produced and distributed—is capable of "powerful effect," and have begun calling for the use of such media products in the integration of the rural and urban populations. Such integration is a complex task, complicated by differing levels of urbanization, income, literacy, migration patterns, and languages. Although the success of the Soviet government's attempt to unite its people remains inconclusive, it is clear from statements made by government officials and policymakers that the mass media are viewed as powerful agents or mobilizers of rural-urban integration. (FL)

**ED 245 239** CS 208 344

Fedler, Fred Smith, Ron F.  
Survey Reveals Journalism Administrators Prefer Traditional Types of "Research."

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Educational Research, Faculty Development, Higher Education, \*Journalism Education, Research Projects, Scholarly Journals, \*Teacher Evaluation, Tenured Faculty

Identifiers—American Society of Journalism Administrators

Ninety-four college journalism administrators responded to a questionnaire designed to determine which research activities they felt were most important for tenure evaluation of journalism instructors. All respondents were members of the American Society of Journalism School Administrators. Respondents ranked the importance of 33 activities specific to journalism research. The results indicated that respondents clearly considered some types of research more valuable than others. The types considered most valuable included writing a scholarly book, writing a refereed article for a national journal, and writing a textbook. The activities considered least valuable included editing a newsletter for a nonjournalism group, publishing a photograph in a local newspaper, and appearing on a television program unrelated to a faculty member's teaching assignment. Many of the respondents said some activities were forms of teaching or service, not research. They expressed the greatest disagreement

about the more professional or media related activities, such as working part time for a newspaper. Most preferred articles published in refereed, national journals rather than local or nonrefereed journals. They also preferred articles written by a single faculty member, articles related to a faculty member's teaching assignment, and research published in journals rather than presented at a convention paper. (Activity rankings and a copy of the questionnaire are included.) (HTH)

**ED 245 240** CS 208 349

*Lynn, Jerry R. Gagnard, Alice L.*

Using Student Agencies to Produce Mini-Campaigns in the Principles of Advertising Course.

Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Advertising, Assignments, \*Course Content, Editing, Education Work Relationship, \*Experiential Learning, Higher Education, \*Journalism Education, Layout (Publications), \*Marketing, \*Student Projects, Teaching Methods

The use of mini-campaign projects in an introductory course in advertising can (1) provide students with actual experience in dealing with real advertising problems; (2) bring classroom lectures and laboratory assignments into a "real-world" perspective; (3) give students a broader perspective of advertising; (4) bring students into contact with persons they will be working with: printers, photographers, clients, artists, advertising representatives; and (5) help students decide whether advertising is an appropriate career choice. Students are divided into small groups and given an assignment that calls for the development of a marketing advertising plan, rough layouts and storyboards, and finished copy for ads and commercials, as well as the preparation of a media schedule and budget. The assignment also calls for a typewritten report and an oral presentation that include all the elements of campaign planning: situation analysis, marketing objectives and strategies, creative tactics, media objectives and strategies, media schedule, budget, and evaluation. Such mini-campaigns have been incorporated into the advertising program at Marquette University (Wisconsin), and by the time a student completes the program, he or she will have participated in at least four major advertising campaigns. (HOD)

**ED 245 241** CS 208 350

*Burkland, Jill Grimm, Nancy*

Students' Response to Our Response, Parts I and II.

Pub Date—Mar 84

Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Evaluation Criteria, Grading, Higher Education, Student Attitudes, \*Student Evaluation of Teacher Performance, \*Student Reaction, \*Teacher Effectiveness, Teacher Guidance, \*Teacher Response, Writing (Composition), \*Writing Evaluation, \*Writing Research

To gauge students' reactions to a teacher's written comments on final drafts of their papers, a questionnaire was administered to 197 students in six sections of freshman composition. Most of the students responding to the questionnaire were majoring in engineering, computer science, or business. Their six instructors had similar criteria for their papers, but used different grading methods. The four areas investigated were clarity of comments, transfer of comments to future papers, motivation or encouragement of students by comments, and the efficiency of time spent by teachers in responding. Results indicated that students found teacher comments unclear, sometimes unreadable, and containing the same type of writing errors for which they were penalized. Other findings showed that 52% of the students found comments helpful in writing the next paper, that more critical responses were more motivating, and that (with regard to the efficiency of teacher response to student papers), protocols for student review of returned papers would more effectively determine the quality of review. (A check list

used by one instructor is appended.) (CRH)

**ED 245 242** CS 208 353

*Solaski, John*

News Reporting and Professionalism: Some Constraints on the Reporting of the News.

Pub Date—Aug 84

Note—33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Employer Employee Relationship, \*Journalism, News Media, Newspapers, \*News Reporting, \*News Writing, Professional Autonomy, Professional Personnel, \*Standards

Identifiers—\*Professionalism

News professionalism is an efficient and effective means of controlling the working behavior of journalists. The norms of news professionalism determine legitimate arenas and news sources, and although journalists do not set out to report news so that the existing political and economic system is maintained, their norms end up producing stories that implicitly support the existing order. Furthermore, professional norms legitimize the existing order by making it appear to be a natural state of affairs. In addition to allowing news organizations to maximize audience size and maintain marketplace controls, news professionalism results in coverage that does not threaten the economic position of the organization or the overall system in which it operates. Since professionalism is independent of any one organization, journalists have a power base to use as a lever against management, and management limits potential conflict by establishing policies that further limit the professional behavior of journalists. The boundaries created by this interplay are broad enough to permit some creativity in reporting, editing, and presenting news stories, and narrow enough so that journalists must act in the interest of the news organization. (CRH)

**ED 245 243** CS 208 355

*Murdock, Phil Birns, H. William*

A Beginner's Guide to Teaching Technical Writing: An Annotated Bibliography.

Pub Date—May 84

Note—12p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, Higher Education, \*Instructional Materials, Professional Associations, \*Resource Materials, Scholarly Journals, Secondary Education, \*Technical Writing, \*Textbooks, Writing Instruction

Intended for the secondary school or college teacher beginning a course in technical writing, this bibliographic guide lists selected sources that provide an introduction to the field. The guide is divided into the following five sections: (1) "Bibliographic Sources," which directs the reader to other useful bibliographies; (2) "Theory and Philosophy," which lists sources that attempt to define the discipline; (3) "Guides to Teaching Technical Writing," which includes citations that explore methods, assignments, and course organization; (4) "Texts," which lists some of the standard textbooks in the field, particularly those recently published or revised; and (5) "Journals and Useful Addresses," which lists the organizations and journals that are valuable to the technical writing teacher. (HOD)

**ED 245 244** CS 208 357

*Berger, Allen*

What Do Governors and Educators Recommend to Improve Reading and Writing?

Spons Agency—Pittsburgh Univ., Pa. School of Education.

Pub Date—84

Note—161p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Educational Research, \*Opinions, \*Professional Associations, Questionnaires, \*Reading Improvement, Reading Skills, \*State Government, State Programs, \*Writing Improvement, Writing Skills

Identifiers—International Reading Association, National Conference on Research in English, National Council of Teachers of English

The responses of approximately 150 political and educational leaders to the question, "If it were in

your power, what one thing would you do to improve the reading and writing skills of boys and girls?" are presented in this report. Their views, along with original letters, are alphabetically arranged according to group represented: (1) state governors; (2) superintendents of schools; (3) past presidents of the National Council of Teachers of English (NCTE); (4) past presidents of the International Reading Association (IRA); (5) state officers of NCTE; (6) state officers of IRA; (7) international members of the National Conference on Research in English; (8) members of IRA provincial councils and national affiliates; (9) executive directors of NCTE and IRA; and (10) unsigned replies. The report concludes with a summary article, "What Do Governors and Educators Recommend to Improve Reading and Writing in the United States and Other Parts of the World." (HOD)

**ED 245 245** CS 208 358

*Riffe, Daniel And Others*

Cartoonists and Editors Look at Cartooning.

Pub Date—Aug 84

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cartoons, \*Decision Making, Editing, Editorials, \*Employee Attitudes, \*Employer Attitudes, Employer Employee Relationship, Journalism, Media Research, Newspapers, Organizational Communication, \*Role Perception

Identifiers—Editorial Policy, \*Editors, \*Political Cartoonists

Questionnaires were completed by 96 editorial cartoonists and by 67 of their newspaper editors in a study of the journalistic autonomy and decision making participation of the cartoonist. It was hypothesized that (1) editors and cartoonists would agree on the cartoonist's role, and (2) cartoonists and their editors would differ significantly in their view on several specific autonomy factors, such as quotas, freedom from editorial constraints, and decision making processes. As predicted, cartoonists' descriptions of their role agreed with the editors' descriptions of the cartoonists' role (i.e., as critic, artist, entertainer, reporter, etc.). However, there was a contrast between how cartoonists thought the editors perceived the role and how the editors in fact perceived it. The cartoonists were more likely to use two different roles when describing their perceptions and their editors' perceptions, while the editors were more likely to use the same role to describe their own view and what they thought the cartoonist's view was. Concerned the statement that cartoonists should be free from all editorial restraints. Most editors disagreed strongly. The two samples agreed that the cartoons published did reflect the paper's editorial policy. Both groups gave similar rankings to sources of ideas for cartoons, and both agreed on the importance of a quota in the production of good cartoons. More cartoonists believed, however, that the number of cartoons they were submitting was excessive, while none of the editors believed the quotas were excessive. (HTH)

**ED 245 246** CS 208 365

*Petersen, Bruce T.*

Technical Writing, Revision, and Language Communities.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Communication, Communication Skills, Curriculum Enrichment, \*Education Work Relationship, Higher Education, Interdisciplinary Approach, \*Job Skills, Language Styles, Student Needs, \*Technical Writing, \*Writing Instruction, Writing Processes, \*Writing Research, Writing Skills

To examine the writing process of personnel who write as part of their jobs and the relation of that process to the context in which they worked, a study was undertaken in a major corporation. Its aim was to research a model for teaching technical writing students that would bridge the gap between the classroom and the probable writing situations these students will encounter upon leaving the university.



Data were gathered through attitude protocol analysis and interviews. Results showed that writing, reading, speaking, and listening played nearly equal roles in communication, and that language was a motivating activity for a community with specific common aims and purposes. In contrast, it was noted that students are often taught the least important aspects of technical writing. Solutions offered include developing cross-curriculum writing in specialty areas and creating motivated language communities in composition and literature classes. (CRH)

ED 245 247

CS 208 367

Chisari-Strater, Elizabeth

Connections, Contexts and Curriculum in Composition.

Pub Date—29 Mar 84

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Cognitive Development, Curriculum Development, \*English Curriculum, Higher Education, Research Methodology, Research Needs, \*Student Needs, Teaching Methods, \*Writing (Composition), Writing Improvement, \*Writing Instruction, \*Writing Research

Literacy studies of young children imply that college teachers need to be able to make a connection between what the students bring to the composition classroom and what they are writing in the university. Teachers need to discover students' writing backgrounds, the anxieties, rules, and attitudes they bring to the classroom. In addition, research must be designed to inform composition teachers about the particular needs of college writers. Studies should be designed to include the context of the classroom itself. Closely related to the problem of research is the issue of designing curriculum. Too often curricula are shaped by the results of major studies, which have included neither the teacher who will use the material nor the students for whom it was designed. At the college level many assumptions about writing development are based on teachers' acceptance of a totally untested theory of cognitive development. The best curriculum models seem to be those that allow students at all levels to try out a variety of forms of writing for a variety of audiences, including opportunity for experimentation and taking risks. Until research in college composition moves more toward context-based findings, teachers would do well not to look students out of any mode of discourse for fear of limiting them. (HTH)

ED 245 248

CS 208 368

Language Arts through Language Experience: An Elementary Curriculum Guide.

Mehlville R-9 School District, St. Louis, Mo.

Pub Date—[83]

Note—49p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication (Thought Transfer), Curriculum Development, Curriculum Enrichment, Curriculum Guides, Elementary Education, \*Language Arts, \*Language Experience Approach, \*Language Skills, Reading Instruction, Speech Skills, Teaching Methods, Writing Instruction

Using the latest research theories, this elementary school curriculum guide was prepared for kindergarten through grade 6 by the teaching staff and curriculum office of the Mehlville (Missouri) School District for teachers of language arts. Methods of instruction included in the guide are language experience approach, writing process, and cross-curriculum writing. Teaching objectives are stated in sequential order, and instructions are given as to when they should be introduced, reinforced, and mastered. The guide also includes suggested activities and procedures to teach many of the objectives, a statement of philosophy and goals, a section that details writing methodology for teachers, and a list of pertinent references. (CRH)

ED 245 249

CS 208 377

Gandy, Oscar H., Jr. Simmons, Charles E.

Technology, Privacy and the Democratic Process.

Pub Date—Aug 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism

and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cable Television, \*Democracy, \*Information Dissemination, Information Science, Information Theory, Mass Media, \*Mass Media Effects, \*Privacy, Programming (Broadcast), \*Technological Advancement

Identifiers—\*Media Role

Through a review of two accelerating trends in the technology of producing and distributing information and entertainment, this paper argues that the promises of "the information economy" and the "television of abundance" bring not the emancipation of diversity and access, but the rapid disintegration of an already weakened right to privacy at the same time that they threaten the very foundations of participatory democracy. After examining various emerging technologies for the delivery of video program services, the paper explores the dramatically improved technology for combining information from a variety of diverse sources to construct models of audience segments, which are then used for the delivery of specially tailored promotional or persuasive messages. It contends that privacy law, as well as regulations agreed to as part of cable franchise agreements are inadequate because of their limited scope. It argues also that while the increase in public concern with privacy is positive, the tendency to limit privacy protections to "individually identifiable information" ignores trends in the media environment where individuals are targeted as members of purposely constructed groups or segments. The paper concludes that democracy itself is threatened by a further dislocation of access, redress, and individual control from the local political community. (Author/FL)

ED 245 250

CS 208 380

Wyatt, Robert O. Badger, David P.

How Reviews Affect Film Interest and Evaluation.

Pub Date—Aug 84

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, \*Attitudes, \*Film Criticism, \*Films, Higher Education, \*Mass Media Effects, Media Research, Public Opinion, Reader Response, Sex Differences

Identifiers—\*Audience Response, \*Film Reviews

A study examined the effects of published film reviews on viewers' interest in and evaluation of the reviewed film. In the film interest experiment, 89 undergraduate students were randomly assigned positive, mixed, or negative reviews of a British film. The control group received a review of a different film. Subjects were asked to read the review, and to rate on a five-point scale 10 films, including the film in review. They also indicated the direction of the review they had read. Results indicated that review direction significantly affected interest in the film parallel to the direction of the review. Means of only the positive review group and the negative review group were significant, however. In the film evaluation experiment, 171 undergraduate students were randomly assigned positive, mixed, negative or no review of a film version of John Knowles' novel "A Separate Peace." After reading the assigned review, subjects were shown the film and asked to evaluate it on a set of 11 polar adjectives. The results indicated that review direction significantly affected evaluation of the film parallel with the direction of the review. Also, females rated the film significantly higher than did the males, regardless of the direction of their reviews. (HTH)

ED 245 251

CS 208 388

Bokarsky, Carolyn

Model for Analyzing Revision.

Pub Date—Mar 83

Note—23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Educational Theories, Higher Education, \*Models, Prewriting, \*Revision (Written Composition), Secondary

Education, Writing Evaluation, \*Writing Instruction, \*Writing Processes, \*Writing Research Identifiers—Audience Awareness

An effective model for analyzing revision processes in writing needs to synthesize what research has shown about the process, the strategies involved, and what is known about students' revision strategies. Development of such a model also requires recognizing that (1) a relationship exists between reading and writing in the revision process, (2) strategies are based on a set of heuristics in the revision process, (3) revision is part of the recursive nature of the composing process, and (4) a relationship exists between revision and the writer's knowledge and familiarity with the subject, audience, and style. Revision behaviors need to be analyzed from the viewpoint of the reader, and those behaviors that occur during the rehearsal or prewriting stage must also be considered. In a study of the revision processes of four professional writers, conducted within these parameters, the writers indicated that revisions are centered on the goals of communicating a specific message to a specific audience as effectively as possible. Although they differed in the stages during which they engaged in various revisions, all admitted spending a great deal of time during the rehearsal period to consider and revise their decisions concerning voice, point of view, style, and organization. Eleven functions observed in the case studies appeared to provide a comprehensive as well as discriminating means for describing the revision process. (An outline of the 11 functions, a model for evaluating revision, and sample drafts indicating the functions used are included.) (HTH)

ED 245 252

CS 208 392

Wakefield, D. Gay Cottone, Laura Perkins

Public Relations Education for the 80's and Beyond.

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, Degree Requirements, Economics, \*Education Work Relationship, Higher Education, Journalism Education, \*Mass Media, \*Professional Development, Program Development, \*Public Relations

In a review of the literature regarding the current and projected status of public relations degree programs and major trends in public relations practice in the United States, this paper analyzes aspects of the political/economic/social/cultural environment (PESCE) affecting the practice and teaching of public relations. The paper covers PESCE implications for the education of future public relation practitioners, and offers specific recommendations concerning the development of effective public relations degree programs. It notes that the recommendations are responsive to PESCE trends, major developments in the practice of public relations, employment requirements in the field, and maturation of public relations as an academic discipline. (CRH)

ED 245 253

CS 208 396

Murphy, Sandra

Comprehension of Deictic Categories in Oral and Written Language.

Pub Date—[81]

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, Child Language,

\*Cognitive Processes, \*Comprehension, Grade 2,

\*Language Processing, Language Usage, \*Oral

Language, Primary Education, Pronouns, Reading

Comprehension, Reading Instruction, \*Reading

Research, Verbs, \*Written Language

Identifiers—\*Deictics, Reading Writing Relationship

A study investigated children's ability to understand the use of deictic terms in oral and written language. The three deictic categories examined were pronouns (I, you), locatives (this, here), and motion verbs (come, go). Three groups of 24 second grade students completed an oral language task, a written language task, and a picture selection task. Results indicated that written language tasks were more difficult for children than were comparable oral language tasks. Comparisons between the deic-

tic categories showed that some were easier for children to interpret than others. Comparisons between pragmatically different discourse contexts showed that children found it easier to interpret deictic terms when they were participants than when they were merely observers of a conversation. Interpreting deictic terms in written texts that appear to be addressed to the reader was as difficult for children as interpreting deictic terms in written texts representing quoted dialogue. The difficulty children had in interpreting the terms appeared to stem primarily from (1) the necessity of adopting someone else's perspective in particular discourse contexts, (2) the increased processing demands of tasks that require simultaneous attention to more than one variable, and (3) the artificiality of particular kinds of written texts such as those that are given to beginning readers. (Author/FL)

**ED 245 254** CS 208 399  
Hull, Glynda A.

**The Editing Process in Writing: A Performance Study of Experts and Novices.**  
Spons Agency—National Inst. of Education (ED), Washington, DC; Pittsburgh Univ., Pa. Learning Research and Development Center.  
Pub Date—[84]

Note—26p.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, Comparative Analysis, \*Editing, \*Error Patterns, Feedback, Higher Education, \*Revision (Written Composition), Writing Evaluation, \*Writing Processes, \*Writing Research, \*Writing Skills  
Identifiers—\*Protocol Analysis

To determine how writers who differ in editing performance respond to operationally defined categories of errors in different kinds of written texts, a study asked novice and expert editors to correct and comment upon three kinds of error (consulting, intuiting, and comprehending) in two tasks (a self-written essay and three essays written by others) under two conditions (feedback on error location and no feedback). Subjects were chosen from two populations of undergraduate students who differed in their error-correction performance, yet were similar in age and educational level. The essay topic for the self-written essay directed subjects to describe a personal experience and to generalize on the basis of that experience. The standard essays were adapted from essays that originally had been written by incoming freshmen as placement exams, on similarly structured describe/generalize topics. Results showed that: the expert editors did not correct all errors in the tasks, even with feedback on error locus; they did not distinguish between matters of correctness and matters of style and taste and judgment; they did not operate entirely by a set of conventional rules for editing; and, proportionally, they were no better than were the novices in correcting errors in their own writing. (HOD)

**ED 245 255** CS 208 403  
Covner, Thelma Crocker

**The Relationship of Teacher-Personality Type to Grading Freshman Composition Essays: An Empirical Study.**

Pub Date—82  
Note—29p.  
Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Evaluation Criteria, Higher Education, Individual Differences, Perception, \*Personality Assessment, \*Personality Traits, \*Teacher Behavior, Teacher Characteristics, \*Writing Evaluation, \*Writing Research

Identifiers—\*Freshman Composition, Myers Briggs Type Indicator

To gain insight into the evaluation of college freshman compositions, a study explored the relationship between the personality type of the instructor and the grades assigned to essays written by freshman composition students. The sample comprised 23 college instructors who answered a short questionnaire, graded the same expository essay, and completed the Myers-Briggs Type Indicator. Based on Carl Jung's personality typology, the indicator identifies the preferred way an individual perceives (gathers data) and judges (makes decisions). Results showed that instructors whose basic preference was extravert, sensing, thinking, judging, or a combination of these traits, tended to assign higher grades than instructors whose personality types

were introvert, intuitive, feeling, perceptive, or a combination of these traits. In addition, the criteria that the instructors claimed to use in evaluating essays differed from those actually used. Finally, neither the length of experience in teaching freshman composition nor faculty status showed any relationship to the grades assigned. (Author/HOD)

**ED 245 256** CS 208 415  
Tulley, Michael A.

**A Descriptive Study of the Intent of State Level Textbook Adoption.**

Pub Date—Aug 83  
Note—33p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Policy, \*Policy Formation, Publishing Industry, Reading Material Selection, State School District Relationship, \*State Standards, \*Textbook Research, \*Textbook Selection, Textbook Standards  
Identifiers—\*State Level Textbook Adoption

In an effort to better understand the intents of those policies that prescribe state-level textbook adoption, a study collected and analyzed data from (1) the textbook adoption statutes of each of the 22 "state adoption" states, (2) documents and policy manuals produced by the state departments of education of each of these 22 states, and (3) the perceptions of selected populations of individuals who typify those involved in the process of state-level textbook adoption (including representatives of the textbook publishing industry, educators and lay persons who serve on local-level adoption committees, and state-level educational administrators responsible for textbook adoption policy coordination and implementation in the 22 states). The data were collected through content analyses of all documents and through interviews. Nine issues of intent were identified, three of which emerged more clearly as the most significant intents of state-level textbook adoption: control of textbook costs, ensuring statewide curricular uniformity, and ensuring that only textbooks of the highest quality are adopted. The remaining six issues of intent were to control the marketing practices of the publishing industry, to provide for public participation in the adoption process, to ensure the periodic review and purchase of textbooks, to save time and work for local school districts, to provide structure and organization to the adoption process, and to allow the state to share responsibility for potentially controversial textbooks. (HOD)

**ED 245 257** CS 208 419  
Miller, M. Mark Quarles, Jan P.

**Dramatic Television and Agenda Setting: The Case of "The Day After."**

Pub Date—Aug 84  
Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Commercial Television, \*Mass Media Effects, Political Issues, \*Programming (Broadcast), \*Television Research, \*Television Viewing, \*War  
Identifiers—\*Agenda Setting, Audience Response, \*Day After (The)

A study investigated the effects of viewing the made-for-television film "The Day After" on the perceived prominence of issues surrounding nuclear war and disarmament on the public agenda. Telephone interviews were conducted with 92 adults in Knoxville, Tennessee, prior to the broadcast of the program and 232 after the broadcast (including both viewers and non-viewers of the program). Subjects were first asked whether they intended to watch the film, and then to compare their concern for nuclear war with four other major issues—inflation, unemployment, United States military involvement in other countries, and crime. In addition, they were asked whether they had discussed nuclear war or disarmament in the past few weeks and to indicate their attitudes toward the likelihood of war, the nuclear freeze, placing missiles in Europe, and demonstrations in support of a freeze on nuclear weapons. Results indicated that viewing the film was (1) causally related to nomination of nuclear issues as a primary concern, (2) unrelated to the importance assigned to nuclear war in comparison with other issues, and (3) related, via selective exposure, to the discussion of nuclear issues. (FL)

**ED 245 258** CS 208 420  
Towers, Wayne M.

**Some Uses-and-Gratifications of Television News Audiences.**

Pub Date—Aug 84  
Note—32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Audience Analysis, \*Audiences, \*Need Gratification, \*News Reporting, Programming (Broadcast), Research Methodology, Television Research, \*Television Viewing, \*Use Studies  
Identifiers—\*Television News

Fourteen statements relating to the surveillance, diversion, and social interaction uses of media were drawn from a review of uses and gratification research and applied to the viewing of local and national early evening news and nighttime local news television programs. A telephone survey of 543 adults elicited information concerning demographics and media usage, as well as reactions to the uses and gratifications statements. Overall, the results showed that the three types of newscasts served different purposes and that some of these differences were detectable through the uses and gratifications research perspective. Specifically, the findings showed that watching both local and national early evening news programs was related to surveillance of the environment while watching television in general was related to diversion from that environment. Watching local early evening news was also found to be related to diversion and acquiring materials for personal discussions, while watching early evening national news was more related to interaction with the larger social environment. Late night news was used primarily by viewers as a means of gathering information for social interaction or as a substitute for human companionship. (FL)

**ED 245 259** CS 208 424  
Roedder, Kathleen R., Comp. And Others

**Bibliography...Books for Children. 1983 Edition.**  
Association for Childhood Education International, Washington, D.C.

Report No.—ISBN-0-87173-105-3  
Pub Date—84

Note—104p.; For earlier editions of the bibliography, see ED 053 798 and ED 199 755.  
Available from—Association for Childhood Education International, 11141 Georgia Ave., Suite 200, Wheaton, MD 20902 (\$8.50 members, \$10.00 non-members, plus 10% postage and handling).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Books, \*Childrens Literature, Elementary Secondary Education, \*Fiction, \*Nonfiction, Picture Books, Reading Instruction, Reading Interests, Reading Material Selection

Intended for use by librarians, teachers, parents, and community workers as a guide to good children's literature, this annotated bibliography contains more than 1,000 entries. Each entry provides author and title, publisher, date of publication, price, International Standard Book Number (ISBN), and appropriate age levels. The entries are arranged under the following headings: (1) picture books, (2) easy reading, (3) fiction, (4) story collections, and (5) nonfiction, including philosophy/psychology, religion, social studies, folklore and legends, language, physical science, earth science/biology/botany, animal kingdom, technology, arts/recreation, poetry/plays, geography, biography, and history. The guide also contains a list of selected references for elementary school libraries, a list of magazines and newspapers for children and young adolescents, and title and author indexes. (Hth)

**ED 245 260** CS 208 426  
Nord, David Paul

**The Evangelical Origins of Mass Media in America, 1815-1835. Journalism Monographs Number Eighty-Eight.**

Association for Education in Journalism and Mass Communication.  
Pub Date—May 84

Note—39p.  
Available from—Association for Education in Jour-

nalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 (\$5.00, single issue).  
Journal Cit—Journalism Monographs; n88 May 1984

Pub Type—Information Analyses (070) — Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Information Dissemination, \*Journalism, \*Mass Media, Organizational Effectiveness, \*Printing, Production Techniques, \*Publishing Industry, \*Religious Organizations, Technological Advancement, United States History  
Identifiers—American Tract Society, Bible Society, \*Evangelical Christians, \*Journalism History

It was the evangelical Christian publicists in the tract and Bible societies who first dreamed of genuinely mass media—that is, they proposed to deliver the same printed message to everyone in America. To this end, organizations such as the American Bible Society and the American Tract Society helped to develop, in the very earliest stages, the modern printing and distribution techniques associated with the reading revolution in the nineteenth century. Their successes were not as extravagant as their dreams, but by 1830—long before the success of the penny press, or the dime novel, or the cheap magazine—in some sections of the country, they had nearly achieved their goal of delivering their message to everyone. It was the will to print, not the way to print, that first led American evangelicals into the business of mass media. Eventually this will drove the organizers of the Bible and tract societies to adopt better ways to reach the best end. One step was to seek and to promote new printing technology that would be more efficient for mass publication: stereotyping, stem-powered printing, and machine papermaking. Another step was to put aside denominational differences to build a genuine national organization for systematic distribution. A third step was to raise money. For both the American Tract Society and the American Bible Society, the period 1829-1831 was the time of realization that the creation of mass media was possible in America. Many secular associations would eventually adopt the printing, distribution, and organizational methods of these two societies. One of the first was the American Anti-Slavery Society, whose experience with mass media in the 1830s suggests that the pioneering work of the Bible and tract societies had far reaching implications. (HOD)

ED 245 261 CS 208 427  
Meadowcroft, Jeanne Zillmann, Dolf

The Influence of Hormonal Fluctuations on Women's Selection and Enjoyment of Television Programs.

Pub Date—Aug 84

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Commercial Television, \*Communication Research, Higher Education, Physical Characteristics, \*Physiology, \*Programming (Broadcast), \*Psychological Patterns, Scientific Research, \*Television Research, \*Television Viewing, Visual Stimuli

Identifiers—\*Media Use, \*Menstruation

Existing theory suggests that women in the premenstrual and menstrual phases of their hormonal cycle would select and enjoy nonarousing television programs, such as nonhostile comedy and game shows, and would avoid action drama and hostile and arousing programs. To test this theory, female undergraduates from telecommunications and journalism courses at Indiana University (n=105) were given a list of programs from which to select (including dramas, game shows, and humorous programming), shown segments from a variety of television programs and asked to indicate their enjoyment of each, and asked also to provide data on their position in the menstrual cycle. It was found that the women selected more drama than any other type of program and that the selection of comedy was related to position in a woman's cycle, with the selection of both nonhostile and hostile comedy varying as a function of cycle position. Selection of violent and nonviolent programming was submitted to a one-way analysis of variance revealing that the selection of nonviolent programs is not significantly

related to a woman's menstrual cycle position, but that women in the critical (premenstrual and menstrual) cycle phases tend to select more violent programming for viewing than women in other phases of the cycle. However, the types of violent programming preferred during critical cycle phases were oriented toward verbal hostility rather than physical violence. These findings in part support the theory that women select content that will help them cope with negative moods that vary as a function of the menstrual cycle. (CRH)

ED 245 262 CS 208 428

Blue, Mary I.

Factors of Believability of Television Newscasters.

Pub Date—Aug 84

Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984). Print is small and light, and will reproduce poorly.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, \*Credibility, Females, Higher Education, Males, \*News Reporting, \*Sex Differences, \*Television Research, \*Television Viewing, Undergraduate Students

Identifiers—\*Audience Response

A study examined the differences in perceived credibility of male and female television news broadcasters. News directors' attitudes concerning what makes a newscaster believable were surveyed by telephone. Their descriptions were converted to semantic differential scales. Next, two videotaped newscasts were produced, one with a male and one with a female anchorperson, both using actors as the newscaster. Fifteen hundred undergraduate students viewed one of the two newscasts and then responded to the semantic differential scale. Prior to viewing the newscast, subjects read one of three descriptions of the newscaster, intended to manipulate the perceived credibility of the newscaster. A multiple discriminant analysis was run on the subjects' responses. The subjects found the male described as high credible to be slightly more believable than the female described as high credible. Credibility of the male and female newscaster was based on different qualities. The female newscaster was rated higher on "style" and "character," while the male newscaster was rated higher on "professionalism," "trustworthiness," and "sophistication." News directors' perceptions of what makes a newscaster credible did not coincide with those of viewers. (HTH)

ED 245 263 CS 208 430

Willhoit, Frances Goins

Researching Television News Archives.

Pub Date—Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Archives, Broadcast Industry, Information Sources, \*News Media, \*News Reporting, Programming (Broadcast), \*Television Research

To demonstrate the uses and efficiency of major television news archives, a study was conducted to describe major archival programs and to compare the Vanderbilt University Television News Archives and the CBS News Index. Network coverage of an annual news event, the 1983 State of the Union address, is traced through entries in both. The findings show that although the Vanderbilt Index presents more information about a news item, gives the clock time of an item and position in the newscast, and identifies the anchor and reporters and origin of the story, the CBS Index has an advantage in that it cites actual broadcast of the speech, although the transcript presented is the text published by the office of the Federal Register and not the verbatim text. In this example, two primary events are available to scholars: the actual speech in the Congressional chamber and the televised event as interpreted by the network producers and news and political commentators. (CRH)

ED 245 264 CS 208 431

Ponder, Steve

Conservation and the Frontier Press: Seattle,

1897.

Pub Date—5 Aug 84

Note—30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984). Print is light.

Pub Type—Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Business, \*Conservation (Environment), Journalism, \*Newspapers, \*News Reporting, Politics, \*Press Opinion, Public Opinion, United States History

Identifiers—\*Journalism History, \*Media Bias, Media Role, Political Communication, Washington (Seattle)

The "Seattle Daily Times" and the "Seattle Post-Intelligencer" from February through September 1897 were reviewed to determine their reaction to President Grover Cleveland's executive order that abruptly withdrew from further private claims huge stretches of land remaining in the public domain. Specifically, the study sought to determine whether these newspapers reflected and encouraged the viewpoint of the commercial community to the exclusion or ridicule of supporters of conservation. Results indicated that the "Post-Intelligencer" served as an organizational focus for the commercial community opposing the reserves by sponsoring protest meetings, printing the times and locations and giving extensive coverage to speakers who attacked Cleveland's action. The "Times" also opposed the reserves editorially and printed articles describing the Seattle Chamber of Commerce campaign. Sentiment in favor of conservation was either ignored, or, in the case of citizens too prominent to ignore, belittled or ridiculed. These results suggest that a relationship involving political communication had formed between the commercial press and the merchant community that informally resembled the relationship between political party and subsidized press in the Jacksonian period. (HOD)

ED 245 265 CS 208 433

Pulley, Cynthia Ford Black, Jay

Prior Restraint of Utah High School Newspapers by Advisers.

Pub Date—Aug 84

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Censorship, Court Litigation, \*Faculty Advisers, \*Freedom of Speech, High Schools, \*Knowledge Level, \*School Newspapers, Student Publications, \*Student Rights

Identifiers—\*First Amendment, Press Law, Prior Restraint (Censorship), Utah

Forty-seven high school newspaper advisers from Utah completed a questionnaire to determine their knowledge of First Amendment rights of student journalists, and to determine what variables may affect their publication decisions. Eight composite cases were developed from relevant First Amendment court decisions. Respondents were asked if they would print items discussed in the eight cases and whether they had a legal right to do so. In addition, respondents were asked with what criteria they judged the appropriateness of an item for publication. These and demographic factors, including professional credentials, were entered into a regression equation to find out what factors most affected publication decisions. Data were also tabulated with consideration of both legal knowledge and how it affects prior restraint. The findings supported an overall correlation between community standards and censorship. In addition, legal awareness decreased advisers' willingness to censor, but degree of academic journalism training did not. (A copy of the questionnaire used in the study is appended.) (HTH)

ED 245 266 CS 208 434

Tamborini, Ron Stiff, James

Selective Exposure to Horror: An Analysis of the Audience for Frightening Films.

Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/-



## Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Attitudes, \*Audience Analysis, Fear, \*Films, Mass Media Effects, \*Media Research

Identifiers—\*Audience Response, \*Horror Films

A survey of 155 midwestern movie viewers was conducted to determine the factors of the selective exposure and appeal of horror films. Audience members leaving the theatre after viewing "Halloween II" were interviewed using a questionnaire that contained measures of specific reasons for liking horror films as well as measures of several individual difference variables. Path analysis of the results revealed a model indicating two important factors in the appeal of horror films: the audience's desire to (1) see the destruction often found in these films, and (2) experience the satisfying resolutions they usually provide. Age was also an important predictor, with younger viewers enjoying horror films more than older viewers. The data failed to support the notion that "sensation seeking" was a strong determinant of horror's appeal. (Author/HTH)

ED 245 267

CS 208 435

Quate, Shirley B.

**Toward a Better Understanding of Internal Audiences: A Study of Group Phenomena among Readers of a Company-Wide Newspaper for Employees.**

Pub Date—6 Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), \*Credibility, \*Employee Attitudes, Employer Employee Relationship, Group Dynamics, Media Research, \*News, Newspapers, Occupational Surveys, \*Organizational Communication, \*Organizations (Groups), Perception, \*Reader Response

Identifiers—Audience Awareness, Company Newspapers

Data were collected from 734 respondents, employees of a large Midwestern utility organization, to a survey questionnaire which attempted to examine the employees' reactions to the company newspaper. Specifically, the study sought to compare group phenomena among readers with respect to their inclinations to read the newspaper and their perceptions of the newspaper as a credible source of information. A concomitant purpose of the study was to determine whether certain work-related variables (job level, years of service, work location) that have been found to interfere with effective communication between individuals in organizational settings would also appear to operate in the context of mass communications transactions. Among the findings were that (1) veteran employees (particularly those with 20 or more years of service) were more faithful readers of the newspaper than employees with less company tenure, but this group was not found to differ significantly from those with fewer years of service in their perceptions of the newspaper as a credible source of information; (2) persons classified as management read more of the newspaper and had a greater confidence in the newspaper's honesty and accuracy than did non-management employees; and (3) employees working in the city where the company's headquarters was located (and where the newspaper was produced) were substantially more inclined to perceive the newspaper as a credible source of information than were employees working at other locations throughout the state. (HOD)

ED 245 268

CS 208 436

Ferguson, Mary Ann And Others

**The Relationship of Public Relations and Board-Level Boundary-Spanning Roles to Corporate Social Responsibility.**

Pub Date—6 Aug 84

Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Business, \*Business Responsibility, \*Communication Research, Content Analysis, \*Organizational Communication, \*Public Relations

tions, \*Social Responsibility

Identifiers—\*Boundary Spanning

The annual reports of 197 publicly held American corporations were analyzed to determine the relationship of corporate social responsibility activities to boundary-spanning activities (attempts to relate the firm to the outside world). Data gathered included (1) the number of directors from inside and outside a corporation, (2) the number of non-business directors on the board, (3) total number of officers and the number of public relations/public affairs officers on the board, (4) the number of "socially responsible" activities in which the firm reported it was involved, and (5) the existence of board-level social responsibility committees. Controlling for the size of the corporation, analyses showed that both the ratio of public relations/public affairs officers to total officers and the ratio of non-business directors to total directors had statistically significant positive correlations with the range of social responsibility activities of a corporation. No significant relationship was found between range of social responsibility activities and either existence of a board-level social responsibility committee or ratio of outside directors to total directors. (FL)

ED 245 269

CS 208 439

**Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984 (Vol. 44, Nos. 7 through 12).** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—11p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Administrators, Annotated Bibliographies, \*Business Communication, \*Communication Research, \*Doctoral Dissertations, Elementary Secondary Education, \*Employer Employee Relationship, Employment Interviews, Females, Higher Education, Interpersonal Communication, \*Organizational Climate, \*Organizational Communication, Teacher Administrator Relationship, Teacher Role

Identifiers—Communication Satisfaction, \*Communicator Style

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 dissertations abstracted deal with the following topics: (1) female managers' approaches to organizational conflict; (2) relationships between organizational climate and pupil control ideology; (3) information communication problems of small businesses; (4) communication and productivity; (5) the relationship of principal's verbal behavior to teachers' perception of communication and organizational climate in middle level schools; (6) communication, gender, leadership, and commitment in the organization; (7) teachers' perceptions of organizational climate of elementary schools administered by black principals and white principals; (8) the influence of communication network centrality and information capacity on organizational performance; (9) Americans' perceptions of the communication styles of Japanese managers and the reality; (10) two-way communication as a function of the company newspaper; (11) a grounded theory approach to communication and conflict in voluntary organizations; (12) environmental perception and strategy selection in interorganizational communication; (13) administrators' communication networks in a public school district; (14) communication of organizational climate during job screening interviews; and (15) communication satisfaction, communicator style, and perceived organizational effectiveness in an educational setting. (HTH)

ED 245 270

CS 208 440

**Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984 (Vol. 44, Nos. 7 through 12).** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—11p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Bicultural-

ism, \*Bidialectalism, Bilingualism, \*Black Dialects, Child Language, Communication Research, Dialect Studies, Doctoral Dissertations, Elementary Secondary Education, Higher Education, \*Intercultural Communication, Language Acquisition, \*Language Research, \*Multicultural Education, Oral Language, \*Reading Instruction, Sociolinguistics

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 dissertations abstracted deal with the following topics: (1) the intercultural composition classroom, (2) cross-cultural communication curriculum, (3) miscue analysis with bilingual children, (4) communication difficulties of Iranian students in the United States, (5) categorization preference and lexical ambiguity among black children, (6) male and female speech stereotypes on selected television shows with predominantly black characters, (7) teacher behavior in response to selected oral morphological and syntactical features of black English vernacular, (8) reading and study skills programs in four-year traditionally black institutions, (9) psycholinguistic consequences of early bilingualism, (10) the relationship between dialectal radicalism and the level of elementary school students' reading achievement, (11) black children's speech, (12) effects of linguistic proficiency level on comprehension of anaphoric subject pronouns by bilingual and monolingual children, (13) the English reading achievement of bilingual third graders in the Virgin Islands, (14) reading instruction programs in a multicultural school system, and (15) teachers' expectations and perceptions of parents' role versus parents' expectations and perceptions of their role in children's literacy acquisition. (HTH)

ED 245 271

CS 208 450

O'Keefe, Garrett J. Reid-Nash, Kathleen

**TV Crime News and Real-World Blues: A Panel Study of Social Reality.**

Pub Date—Aug 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Anxiety, Attitudes, Broadcast Industry, Communication (Thought Transfer), Credibility, \*Crime, Journalism, \*Mass Media, News Media, Newspapers, \*News Reporting, \*Social Attitudes, Television Research, \*Television Viewing

The so-called "cultivation hypothesis" proposes that television content comprises an organic whole of interrelated themes and symbols not necessarily congruent with the real world. However, findings of a primary study have indicated that television news has enough baseline credibility to have a significant impact on fear of crime among citizens. Therefore, a study was undertaken to (1) replicate the television news attention findings of the primary study within an urban metropolitan area sample, (2) expand the scope of dependent variables to include citizen orientations toward self-protection and crime prevention, (3) determine whether findings similar to television news are obtainable for newspaper crime content, and (4) utilize a panel survey design to investigate directions of causality between crime news attention and crime prevention orientations. Overall, data revealed that individuals who pay greater attention to televised news about crime are more fearful of crime and are more concerned about protecting themselves. Data also indicated that persons already concerned and knowledgeable were more likely to read newspaper reports and were more confident about protecting themselves. Finally, data revealed no correlation between overall television viewing or viewing of crime dramas and people's fear and perceptions of crime and its extent, or their attitudes toward self-protection. (CRH)

ED 245 272

CS 208 451

Bradley, Patricia

**Colonial Newspaper Reaction to the Somerset Decision.**

Pub Date—Aug 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—"Colonial History (United States), Content Analysis, Historiography, \*Journalism, Mass Media Effects, \*Media Research, \*News Media, \*Newspapers, \*News Reporting, Slavery Identifiers—\*Media Role

To examine colonial American press coverage of the British court decision to free American slave James Somerset, a study was conducted to clarify why the decision worked as a victory for British abolitionists but was usually cited even in post-Revolution America in the passage of increasingly oppressive slave legislation. Twenty-three of the thirty-two regularly publishing newspapers of 1772 were selected for survey. The extent of coverage was ascertained by determining the number of insertions each paper devoted to the story during the trial period and by counting the total number of words given to the story in these insertions. Because of the colonial editors' tradition of transcribing verbatim British press accounts, completeness of coverage was determined in large part by word count. On a colony by colony basis, it was found that readers in the areas surveyed could be as well informed as readers of most British papers. For example, the "Boston Gazette" provided only 42 words on the story, while its rival, "The Massachusetts Gazette and Boston News-Letter," devoted some 2,700 words to it, including trial coverage and opinion papers. Since the patriotic press saw its duty as inflaming rather than informing the public, the findings suggest that coverage of the Somerset trial manipulated colonial fear of racial equality as a way of providing yet another reason colonists should seek separation from Great Britain. (CRH)

**ED 245 273 CS 208 472**

**English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—7p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—"Academically Gifted, Annotated Bibliographies, Curriculum Development, Doctoral Dissertations, \*Educational Research, Elementary Secondary Education, \*English Instruction, Higher Education, Integrated Activities, \*Language Arts, \*Learning Processes, Listening Comprehension, Notetaking, Spelling Instruction, \*Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effect of training college students in listening and notetaking skills on learning from lecture, (2) an enriched language arts curriculum for gifted primary school students, (3) the effects of a student self-generated spelling word list method, (4) the development of a curriculum in language arts for gifted and talented students in grades 9 through 12, (5) the design and implementation of a teaching strategy for language arts intended to bring about predictable learning outcomes, (6) the effects of retroactive and proactive interference in vocabulary learning, and (7) the effects of the keyword method on vocabulary comprehension and usage in fourth grade students. (FL)

**ED 245 274 CS 208 477**

**Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—14p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Child Language, Dialects, Doctoral Dissertations, Elementary Secondary Education, Grammar, Higher Education, Interaction, \*Language Acquisition, Language Processing, \*Language Research, Language Skills, \*Language Usage, \*Linguistics, Linguistic Theory, \*Oral Language, Phonetics, Program Content, Speech Skills, Structural Analysis (Linguistics), Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) the influence of rhyming verses on young children's ability to repeat rhythmic phrases; (2) schools of thought in linguistics; (3) the great vowel shift in the light of English dialects; (4) lexical access, word recognition, and reading; (5) formal grammars and the analysis of infinitives; (6) language in learning as revealed by research into secondary school practice; (7) social differences in grammar of lower Alabama; (8) pronominal adjectival modifiers in English; (9) the dynamics of elaborative oral discourse in elementary school special education class discussions; (10) teacher-child language in two preschool programs; (11) oral language development programs at the kindergarten level; (12) auditory modeling and perceptual distance in vowels; (13) the lexical genitive case hypothesis; (14) the development of the requests of young children from nonverbal strategies to the power of language; (15) elaborated and restricted language usage; (16) word frequency and automatic indexing; (17) morphological structures; (18) lexical entries and word formation; (19) typological perspectives on morphological innovation; and (20) code switching in black women's speech. (FL)

**ED 245 275 CS 208 478**

**Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—15p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescent Literature, Annotated Bibliographies, Biblical Literature, Bibliotherapy, Characterization, \*Childrens Literature, Content Analysis, Doctoral Dissertations, \*Educational Research, Elementary Secondary Education, \*English Instruction, \*Fiction, Higher Education, \*Literature Appreciation, Nonfiction, Poetry, \*Reader Response, Reading Materials, Science Fiction, Theories

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 31 titles deal with a variety of topics, including the following: (1) the reader pragmatics of fiction; (2) readers' choices versus critics' choices in children's literature; (3) nonverbal communication in selected works of Western literature; (4) the ideology of literacy in nineteenth-century American prose; (5) critical process and the reading of poems; (6) Bible values in secular literature; (7) male and female protagonists in selected adolescent novels published in 1982; (8) teaching short fiction; (9) procedures for revealing children's aesthetic responses to a select sampling of children's literature; (10) how directed and nondirected discussions affected tenth grade students' responses to short stories; (11) field orientation as a predictor of reader response to literature; (12) L. S. Vygotsky's theory of reader response; (13) bibliotherapy, the use of the decision tree model, and the teacher of English; (14) moral development and children's literature; and (15) teachers as characters in literature. (FL)

**ED 245 276 CS 208 479**

**Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).** ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—13p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Communication (Thought Transfer), \*Communication Research, Discourse Analysis, Doctoral Dissertations, Ethics, Feminism, Films, Intercultural Communication, Narration, Public Opinion, \*Public Speaking, \*Rhetoric, \*Rhetorical Criticism, \*Speech Skills, Structural Analysis (Linguistics), Technological Advancement, Theater Arts, Theories

This collection of abstracts is part of a series providing continuing information on recent doctoral

dissertations. The 23 titles deal with a variety of topics, including the following: (1) the rhetoric of scientific controversy; (2) Erving Goffman's interactional theory of communication conduct; (3) a phenomenology of feminism; (4) a schematization of poetical, rhetorical, and poetical-rhetorical discourse; (5) perceptions of others' opinions as public opinion and its relationship to communication in the neighborhood; (6) an action assembly theory; (7) Mikhail Markovic's philosophy of dialectical praxis; (8) a semiotic theory of communication; (9) meaning structures in human communication; (10) conversational narratives; (11) the language component of terrorism strategy; (12) the theory, practice, and rhetoric of loyalty; (13) intercultural communication in the age of technology; (14) the structure and function of implicit theories of communicative competence; and (15) Richard M. Weaver's theory of ethical public speaking. (FL)

**ED 245 277 CS 208 482**

**Wardner, Stanley T. And Others**

**Psychological and Demographic Predictors of Attitude toward Micro-Computers: Main Effects and Interactions.**

Pub Date—Aug 84

Note—33p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, \*Attitudes, \*Demography, Futures (of Society), Individual Characteristics, Media Research, \*Microcomputers, \*Predictor Variables, \*Psychological Characteristics, \*Use Studies

Two telephone surveys of adults living in North Carolina were conducted to determine the effects of various demographic and psychological characteristics on attitudes toward microcomputers. Results indicated that computer experience, income, education, and having children all predicted a positive attitude toward computers. In addition, findings showed that conventional notions about the acceptance of computers only by certain groups (white males in particular) may be oversimplifications. In fact, no difference in attitude on the basis of sex was found, and nonwhites, overall, held more positive attitudes toward computers than did whites. The findings suggest that women and nonwhites will not necessarily be excluded from the process of adopting new technologies. (Auth/FL)

**ED 245 278 CS 208 483**

**Sullivan, Bradford S. And Others**

**A Test of Organizational Role Hierarchy among Public Relations Practitioners.**

Pub Date—6 Aug 84

Note—19p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication Research, Employee Attitudes, \*Job Satisfaction, Occupational Aspiration, \*Organizational Communication, \*Public Relations, \*Role Perception, Salary Wage Differentials, \*Vertical Organization

Identifiers—\*Role Hierarchy

A study examined (1) whether organizations "order" the four organizational roles (communication manager, communication liaison, media relations specialist, communication technician) that public relations practitioners play, and (2) whether, if roles are hierarchically ordered, practitioners internalize the hierarchy by aspiring to "ideal" roles. A review of research indicated that organizations do, indeed, order practitioner roles by paying those in certain roles higher salaries than those in other roles. These salary differences were used to posit a role hierarchy. To determine if practitioners internalize the hierarchy by aspiring to higher roles, data were collected from approximately 300 practitioners. Each subject completed a measure that elicited information concerning how frequently they actually engaged in each of 24 activities. Dominant actual role was then determined by computing how often the subject played each role. A similar method was used to determine subjects' ideal roles. Results indicated that practitioners do not perceive their roles as horizontal, or equally valued ideals pursued on the basis of self-selection. Rather, they perceive the roles of

communication manager, communication liaison, media relations specialist, and communication technician as hierarchically ordered. In addition, it was found that practitioners seek to perform activities associated with roles higher on the hierarchy. (FL)

**ED 245 279** CS 504 448

*Barnes, Nancy Marie*  
**Initiating and Responding Communication Behaviors of Primary Pupils Who Score High Compared to Those Who Score Low on Language and Reading Tests.**

Pub Date—83

Note—17p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Classroom Communication, Communication (Thought Transfer), \*Communication Research, \*Communication Skills, Comparative Analysis, \*Interaction, Language Proficiency, Language Research, \*Oral Language, Primary Education, Reading Comprehension, Standardized Tests, \*Teacher Role, \*Verbal Ability

To analyze and compare specific oral communication behaviors of primary school pupils who score high on reading and language tests with those who score low, a study was conducted on approximately 200 students who were classified as (1) high language, (2) high reading, (3) low language, or (4) low reading according to their scores on the Comprehensive Test of Basic Skills. Twelve students were then randomly selected from each of the four groups and videotaped interacting with a teacher and two other subjects of the study. Three trained observers separately viewed the videotapes and recorded the subjects' communication behavior using the Rieke Communication Model as the recording form. Data revealed that pupils who scored high on language and reading tests did not as a group exhibit significantly more nonverbal communications, vocalizations, or the use of words, phrases and sentences when compared to students who scored low on the same tests. In addition, it was shown that they did not initiate communications or respond more frequently in class, or ask significantly more questions. Directions for further research are suggested. In the meantime, the implications of this study suggest that teachers should make use of instructional materials that foster interaction and questioning techniques by their students, and deliberately use questions that elicit high level responses. (CRH)

**ED 245 280** CS 504 565

*Yingling, Julie M.*  
**Developmental Patterns in Spoken Language and Causal Thought.**

Pub Date—12 Nov 83

Note—48p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Child Development, \*Child Language, \*Cognitive Development, Cognitive Processes, Infants, Interaction, Interaction Process Analysis, \*Language Acquisition, Language Processing, \*Language Research, \*Parent Child Relationship, Parent Role, Speech Skills

A study examined patterns of development in spoken interaction and types of causal thought that might reflect the human capacity to displace, that is, to shift reference from the present moment to another moment in time. Participants were four infants and their parents, who came to a laboratory for one-half hour every 2 weeks from the child's fifth and one-half month until the ninth month. Cognitive tasks for auditory memory, for causality, and for ends/means relationship were administered during each session. Free interaction was videotaped for 12 to 15 minutes. Results showed that three of the infants inhibited parent vocalization for 4 to 10 seconds after their own vocalization, from the age of seven and one-half months to nine months. Parents decreased mean utterances to 7 seconds or less by the infants' ninth month. There was no apparent direction of relationship between interactive speech and some types of causal thought. Although interactive speech changed between five and one-half and nine months toward increased infant influence and, at the same time, causal thought accomplishments also increased, there was no clear direction indicated for the relationship between interactive speech and causal thought. (Extensive tables of data are appended.) (FL)

**ED 245 281** CS 504 599

*Hample, Dale*  
**Teaching the Cognitive Context of Argument.**

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Audience Analysis, \*Cognitive Processes, Communication (Thought Transfer), Higher Education, \*Persuasive Discourse, Rhetoric, \*Rhetorical Criticism, \*Speech Communication, \*Speech Instruction, \*Teacher Role, Teaching Methods

The two chief approaches to teaching argumentation and invention over the centuries have been first presenting a formal, abstract system, such as logic or topic, then emphasizing audience analysis. Sometimes these have been seen as alternatives, and sometimes as complements. Cursory attention is often paid to the ideal of investigating audience psychology, perhaps quoting Plato's "Phaedrus," but students often end up with a primarily demographic checklist of things to find out about their intended targets such as age, education, and present attitudes. Then they are informed about logic or stock issues. Rarely are the two approaches integrated successfully. According to Boethius, there is a distinction between argumentation and argument. When a belief regarding a matter is in doubt, the argument is the strength, mental content, and sense of argumentation; argumentation is the actual unfolding of the argument by means of discourse. Students should initially be taught the difference between the rhetor's argument and the presentation or argumentation of the thought. This emphasizes from the beginning that argument is psychological and prepares the student for commitment to argument considered cognitively. The paper describes the rationale for teaching the cognitive context of argument and argumentation, presents an example of an approach to value argument, and discusses the role of the unconscious. In helping students to understand their own values, lexical universes, and ways of constructing argumentations, and to pay attention to human psychology and the cognitive context of argument, teachers can assist students in teaching themselves to argue well. (CRH)

**ED 245 282** CS 504 607

*Short, Brant Seeger, Matthew*  
**Mentoring and Organizational Communication: A Review of the Research.**

Pub Date—Jun 84

Note—20p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Business Administration, \*Business Communication, Career Guidance, Communication Research, \*Interpersonal Relationship, Management Development, \*Mentors, \*Modeling (Psychology), \*Professional Development

From the perspective of organizational behavior, mentoring received little attention until the mid 1970s. Since that time, the topic has been praised, criticized, analyzed, and in some organizations formally endorsed. A survey of 1,200 leading corporate executives found that two thirds of those surveyed had a mentor, that the number of these relationships is growing, and that those who have had them earn more money at a younger age and are happier with their career progress than those who have not had mentors. (A mentor is someone who takes a protégé and teaches him or her the basic job, shows how to cope with an environment and encourages progress through it, and acts as a model for career or adult behavior.) This relationship exists on a one-to-one basis between a more experienced person and an inexperienced person, usually a half generation apart in age. Protégés can often attract a mentor by modeling themselves after the chosen person, talking to that person, and displaying knowledge and initiative. Mentors who wish to attract protégés usually set high examples in terms of productivity, excellence, and concern for people, in addition to having wide knowledge of the organization and industry. Mentors are helpful to women in business because they provide access to information channels that are unavailable except through grape-

vine-type sources. However, formalized mentor programs do not generate the warmth and spontaneity of informal relationships, and they create discord among other employees because of perceived favoritism. (CRH)

**ED 245 283** CS 504 614

*Kay, Jack*  
**Individual Events as a Laboratory for Argument: Analogues for Limited Preparation Events.**

Pub Date—14 Apr 84

Note—18p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Competition, \*Debate, Higher Education, High Schools, \*Persuasive Discourse, \*Speech Skills, Training Methods  
**Identifiers**—\*Individual Events (Forensics)

To better serve as a laboratory for argument, individual events competition should represent analogues of "real world" argumentation/communication situations. The individual events laboratory must fulfill a pedagogical function, and should also "create" knowledge about argumentation strategies, specific fields of argument, and argumentation theory. As currently practiced, individual events do not provide an effective laboratory for argument, because they lack a theoretical base and do not bear much resemblance to practical discourse situations outside the contest environment. They also do not incorporate intense interaction, nor do they provide a defined audience. Adapting the competitive individual events scene to a laboratory that attempts to model either everyday discourse situations or specialized discourse contexts would do a great deal to enhance the value of forensic competition. Individual events contexts that are analogous to everyday discourse situations are press conference speaking, news events reporting, situational interviewing, negotiation, and legal disputation. (HTH)

**ED 245 284** CS 504 617

*Gronbeck, Bruce E., Ed.*  
**The "Scholar's Anthology": Televisual Studies.**  
Central States Speech Association.

Pub Date—83

Note—80p.

Journal Cit—The Central States Speech Journal; v34 n3 Fall 1983

Pub Type—Reports - Research (143) — Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Content Analysis, \*Discourse Analysis, Feminism, Language Usage, News Reporting, \*Production Techniques, \*Programming (Broadcast), Radio, Religion, Speech Communication, \*Television, \*Television Research  
**Identifiers**—\*Television Criticism

The five major articles in this journal issue focus on television criticism as an academic field. An introduction, entitled "The Scholar's Anthology: Televisual Studies" (Bruce Gronbeck), is followed by articles discussing the following topics: (1) the discourses of television quiz programs (John Fiske), (2) the dialectic of feminine power in the television serial "Dynasty" (Cathy Schwichtenberg), (3) metaphorical structures in political news stories (Dennis K. Mumby and Carole Spitzack), (4) Robert Schuller and American civil religion (Martha Solomon), and (5) the assassination of John Lennon and the advisory function of eulogies (Karen A. Foss). Two additional articles (one by Barbara S. Morris and Joel Nydahl, and the other by Douglas A. Boyd) discuss production elements of live television broadcasts and the United States government's reaction to "pirate" radio. (HTH)

**ED 245 285** CS 504 618

*Rappaport, Josh*  
**New FCC Goal in Ownership Regulation.**  
Freedom of Information Center, Columbia, Mo.

Report No.—FOI-493

Pub Date—May 84

Note—6p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Broadcast Industry, \*Cable Television, Consumer Protection, Federal Government, \*Federal Regulation, Higher Education, Mass Media, Policy Formation, Programming (Broadcast), \*Television  
**Identifiers**—\*Federal Communications Commis-



### asion, \*Ownership

By first describing the historical stance of the Federal Communications Commission (FCC) toward ownership of broadcast facilities and then describing the FCC's most recent policy statements, this report compares the differing viewpoints and recognizes that the new value or goal that seems to have been established conflicts with the past emphasis on diverse ownership. The report asks and answers the following questions: (1) To what extent is the new goal changing FCC ownership policy today? and (2) To what extent might it do so in the future? It then examines two Notices of Proposed Rulemaking on FCC ownership issues—one that would eliminate the Commission's cable-network cross-ownership restrictions, and one that would modify the Commission's group ownership regulation known as the Rule of Seven. Regarding the first proposal, the report shows that certain efficiencies can be produced by allowing cable and network systems to engage in common ownership. The goal of diversity, the report contends, is not at jeopardy; and the repeal of the cross-ownership rule would serve the consumer's interests. Opposition, it notes, lies in questioning the extent to which efficiency will bring about real change and diversity of programming. Regarding the Rule of Seven, the report posits that larger scale group ownership made possible through changing the rule would allow for both more efficient broadcasting and the creation of new networks that will compete with those already established and provide better programming from which the consumer can choose. (CRH)

ED 245 286

CS 504 620

Williamson-Ige, Dorothy K.

Speech Communication Training and Intercultural Education.

Pub Date—[84]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Change, \*Cross Cultural Training, \*Cultural Awareness, \*Curriculum Development, Curriculum Evaluation, Higher Education, \*Intercultural Communication, Secondary Education, \*Speech Communication, \*Speech Curriculum, Teaching Methods

Intercultural education can be integrated into existing core speech communication curricula in secondary and higher education in a functional way that will enhance the discipline of speech communication but neither overburden the curriculum nor compromise the integrity of the field. Intercultural education through speech communication curricula encourages the simultaneous recognition of similarities and respect for differences among various groups in society. The process of implementing intercultural education into extant speech communication curricula involves establishing appropriate goals and positive teacher and administrator attitudes and strategies, as well as appropriate evaluation procedures. Teaching strategies that can be adapted and combined by speech instructors and administrators include the following: (1) practice in placing discussions and exercises on perception, self-concept, relationships, verbal and nonverbal cues, and communication channels into cultural perspective; (2) debates, group discussions, interviews, role playing and role reversal simulations, as well as speaking assignments appropriately related to intercultural education; (3) speech communication field trips and internships aimed at intercultural education and societal improvement; and (4) guest speaker invitations to appropriate and diverse role-models, parents, and radio and television personalities. (HTH)

ED 245 287

CS 504 622

Savage, Grant T.

When Consensus Decision-Making Fails: A Case Study.

Pub Date—Mar 84

Note—27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Committees, Communication Research, \*Decision Making, \*Employer Employee Relationship, \*Group Discussion, Group Dynamics, \*Labor Relations, \*Organizational Communication Identifiers—\*Consensus

Habermas's theory of dialogue was used to evaluate the process of decision making that occurred in a labor-management committee's meeting to discuss flextime. The study attempted to determine why, at that meeting, the committee's consensus process of decision making failed. W.R. Bion's theory of unconscious group motives was also used to supplement the analysis and provided a basis for concluding that the committee was motivated by the unconscious desire to fight or flee from its responsibilities. It was only after the committee had reflected upon its actions—a move brought about because one member publicly questioned its motives—that it was able to reach a "true" consensus. The findings imply that the process of group discussion is perhaps the most significant factor that should be considered when either evaluating or intervening in labor-management committee decision making. Moreover, structures within labor-management programs that establish and maintain an "ideal speech situation" during committee meetings are necessary to ensure consensus decisions. (FL)

ED 245 288

CS 504 624

Adams, William C. And Others

Before and After "The Day After": A Nationwide Survey of a Movie's Impact.

Pub Date—May 84

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984). Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Attitudes, Audience Analysis, Disarmament, \*Mass Media Effects, Nuclear Warfare, Political Influences, \*Public Opinion, \*Television Research, \*Television Viewing

Identifiers—\*Day After (The), Reagan (Ronald)

A study assessed the effect of the television drama "The Day After" on attitudes toward (1) defense spending, (2) a nuclear freeze, (3) nuclear disarmament, (4) the likelihood of war, (5) the severity of such a war, (6) personal political efficacy on the issue of war and peace, and (7) the likelihood of nuclear war under the presidency of Ronald Reagan or Walter Mondale. Nationwide telephone interviews were conducted on the evening of the broadcast—510 prior to and 418 following the broadcast. The survey results indicated that the program did not alter the percentage of viewers who supported or opposed a mutual nuclear freeze, nor did it change the proportion opposed to unilateral disarmament. There was no indication of any alteration in attitudes about the severity or likelihood of nuclear war. When controlled for age, education, sex, and political party affiliation, the data still revealed no marked attitudinal shifts. There was, however, a statistically significant fluctuation in the image of President Ronald Reagan, surprisingly in his favor. Nearly 47% on the pretest and 58% on the posttest refused to label either Reagan or presidential candidate Walter Mondale as more likely to preside over a nuclear war. Apart from this increased reluctance to link Reagan with nuclear war, the broadcast produced no significant evidence of changed attitudes or behavior. (HTH)

ED 245 289

CS 504 626

Speech Communication Education and Classroom

Interaction: Abstracts of Doctoral Dissertations

Published in "Dissertation Abstracts International," January through June 1984 (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—8p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Career Choice, Communication Apprehension, \*Communication Research, \*Communication Skills, \*Doctoral Dissertations, Elementary Secondary Education, Higher Education, Interviews, Self Concept, Skill Development, \*Speech Communication, \*Speech Instruction, Teacher Education, Teaching Methods, \*Training Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) communication training for adolescents and their teachers; (2) faculty career paths in speech communication; (3) student self-concept modifica-

tion in communication courses; (4) communication of training for first line skills managers in Oklahoma organizations represented by members of the American Society for Training and Development; (5) structure and responsibility in interviewing behaviors; (6) Marjorie Gullan—a speech teacher, lecturer, public reader, and pioneer in choral speaking; (7) effects of expectancy messages, locus of control, and gender upon perceived communication apprehension and assertiveness; (8) the speech communication methods course with implications for use in teacher preparation programs in the United States; (9) the actual and ideal status of undergraduate business communication instruction; and (10) the effects of vividness of imagery and training technique on the learning of communication skills. (HOD)

ED 245 290

CS 504 627

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—12p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, Annotated Bibliographies, Black Community, \*Communication Research, \*Communication Skills, \*Decision Making, \*Doctoral Dissertations, Elementary Secondary Education, Higher Education, Interaction, Interpersonal Competence, Leadership, Mass Media, Medical Services, Oral Language, \*Persuasive Discourse, Physician Patient Relationship, Supervision, \*Teacher Administrator Relationship, Teacher Strikes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with the following topics: (1) confrontation between public school teachers and their employers, (2) President Jimmy Carter's communication with the black electorate, (3) public communication channels regarding school closings, (4) factors in school principals' decision making, (5) informal communications in agricultural research, (6) negotiation competence, (7) leadership theory in decision making groups, (8) group interactions during a teachers' strike, (9) communication between boards of education and certified staff, (10) the relationship between hospital communication and physician commitment, (11) communication between Army Procurement Office supervisors and subordinates, (12) physician and widow communication, (13) relationships among principal learning and communication styles and teacher learning styles, (14) human relations training influences on adult communications in a hospital setting, (15) successful superintendent to principal communications, (16) police-media relations, (17) verbal interaction in supervision, (18) rhetorical sensitivity in decision making groups, and (19) the communications of the faculty of a multitempus university. (CRH)

ED 245 291

CS 504 628

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—11p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Communication Research, Communication Skills, Doctoral Dissertations, Foreign Countries, Foreign Policy, History, Oral Language, \*Persuasive Discourse, \*Politics, \*Public Speaking, \*Religion, \*Rhetoric, \*Speech Communication, Speech Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: (1) the symbolic processing of continuity and change using the case of Carl F. H. Henry, (2) rhetorical strategies and image projection in John F. Kennedy's presidential campaign, (3) the political preaching of Jerry Falwell on behalf of the Moral Majority, (4) the political myths of J. Edgar Hoover, (5) Charles Grandison Finney's lectures on revivals

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of religion, (6) persuasive strategies in the discourse of Sudanese President Gaafar M. Nimeiri, (7) the rhetoric of Irvin S. Cobb, (8) social order and rhetoric in the sixteenth century Rome of Pope Julius II, (9) persuasion and coercion used by the Carter Administration to promote human rights in South America, (10) the rhetoric of C. L. R. James, (11) paradox in the political discourse of Barry Goldwater and the resurgence of conservatism in American politics, (12) the character of eloquence in humanism, (13) the reformed liturgy of the Roman Catholic Church, (14) the rhetoric of Menachem Begin, (15) the Christian rhetoric of Gerard Manley Hopkins, (16) the rhetoric of the Sand Creek Indian uprising, and (17) Franklin D. Roosevelt as summit negotiator at Teheran and Yalta. (HTH)

ED 245 292 CS 504 629

**Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—9p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, Communication Apprehension, Communication Research, Communication Skills, \*Disclosure, \*Doctoral Dissertations, \*Group Behavior, Group Dynamics, \*Interpersonal Communication, Nonverbal Communication, Parent Child Relationship, Self Concept, \*Sex Differences, \*Spouses

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) communication style in initial meetings of small groups; (2) gender orientation, communicative competency, and communication satisfaction in acquaintance dyads; (3) attitudinal, relational, and situational predictors of interpersonal strategy intentions; (4) developing and implementing communicative skills in marriage; (5) the effects of the interpersonal perception method versus verbal feedback on married partners' dysfunctional communication, defensiveness, and interpersonal perceptions in conjoint marriage counseling; (6) stuttering/difficulty as a variable of mother-child interaction; (7) the impact of communicating through computers; (8) video-mediated communication and leadership in small groups; (9) the effects of disclosure, interpersonal attraction, and professional status on subsequent self-disclosure; (10) effects of synchronous nonverbal cues on a conversational exchange upon ratings of interpersonal attraction and communication satisfaction; (11) a comparison of interpersonal styles and practices of Texas public figures, business leaders, and college speech instructors; and (12) relationships between gender and credibility. (HTH)

ED 245 293 CS 504 630

**Rubin, Donald L. Mead, Nancy A. Large Scale Assessment of Oral Communication Skills: Kindergarten through Grade 12.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0025

Note—130p.

Available from—Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 (\$11.95; 10% discount for members).

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Standards, Educational Assessment, Elementary Secondary Education, Evaluation Criteria, \*Language Tests, \*Listening Skills, \*Oral Language, \*Speech Communication, \*Speech Skills, \*Speech Tests, Student Evaluation, Testing, Test Reviews

Intended for teachers and administrators who wish to assess student oral communication needs before designing an appropriate program, this guide provides a review of tests for measuring acts of speaking and listening. The guide surveys and discusses procedures for assessing speaking and listening skills among school children and focuses on

technical issues of measurement and pragmatic questions of administrative feasibility. The first section provides a review and critique of procedures for assessing oral communication skills. The second section reviews 45 oral communication assessment instruments, including the California Achievement Test for Listening, Comprehensive Test of Basic Skills, Metropolitan Achievement Tests, and the National Assessment of Educational Progress Pilot Test of Speaking and Listening. Appendixes contain standards for effective oral communication programs, and criteria for evaluating instruments and procedures for assessing speaking and listening. (HTH)

ED 245 294 CS 504 635

Boileau, Don M.

**Communication Competencies.**

Pub Date—12 Jul 84

Note—14p; Paper presented at the International Listening Association Summer Conference (St. Paul, MN, July 12-13, 1984).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Improvement, Elementary Secondary Education, Higher Education, Interpersonal Communication, \*Listening, Listening Skills, \*Minimum Competencies, \*Speech Communication, \*Speech Instruction, Speech Skills

Identifiers—Speech Communication Association

Aware of the societal problems stemming from a lack of communication skills, the American public is pressing for instruction in speaking and listening in the schools. This response is reflected in the speaking and listening competency recommendations in many national reform reports. Such reports include "A Nation at Risk" by the National Commission on Excellence in Education, the "Action for Excellence Report" of the Task Force on Education for Economic Growth, "The Gordon Cawelti Model for High School General Education" by the Executive Director of the Association for Supervision and Curriculum Development, and a report on secondary education in the United States by Ernest L. Boyer of the Carnegie Foundation for the Advancement of Teaching. The Speech Communication Association (SCA) also has 19 recommended competencies in four basic areas for secondary education: (1) communication codes, (2) oral message evaluation, (3) basic speech communication skills, and (4) human relations. (HTH)

ED 245 295 CS 504 639

**Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—9p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Acting, Annotated Bibliographies, \*Communication Research, \*Curriculum Development, Debate, \*Doctoral Dissertations, Elementary Education, Foreign Countries, Higher Education, Oral Interpretation, Poetry, \*Production Techniques, \*Theater Arts, Theaters

Identifiers—Canada, Hull House Association II, Moore (Marianne), \*Theater Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) awareness of self, awareness of environment, mental imagery, communicative competency, and theatrical improvisation; (2) the evolution of scenography in the Western theatre; (3) theatre in Canada from European beginnings to 1760; (4) understanding dramatic structure and the development of effective curriculum design in drama instruction; (5) Hull-House Theatre; (6) performances of and by Marianne Moore; (7) the guiding principles of undergraduate theatre arts education; (8) a new theatre of cruelty; (9) coaching for intercollegiate forensic competition in oral interpretation of poetry; (10) the role of the unconscious and its relationship to consciousness in the creative process of performance; (11) a theory for elementary school theatre education curriculum; and (12) a method to help determine an appropriate acting style for a modern production of a period play. (HTH)

ED 245 296

EA 016 645

Bridges, Edwin M. Groves, Barry

**Managing the Incompetent Teacher. ERIC/CEM**

**School Management Digest Series, Number 29.**

ERIC Clearinghouse on Educational Management,

Eugene, Oreg.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-PR-84-A7; ISBN-0-86552-086-0

Pub Date—84

Contract—400-83-0013

Grant—NIE-G-83-0003

Note—91p.

Available from—Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$4.25 plus \$1.50 shipping and handling, prepaid or purchase order).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Academic Standards, Accountability, Competence, \*Competency Based Teacher Education, Due Process, Elementary Secondary Education, Personnel Evaluation, \*Teacher Dismissal, \*Teacher Effectiveness, \*Teacher Evaluation, Teacher Improvement, \*Teacher Qualifications, Teacher Responsibility

An eight-step organizational approach to the problem of identifying, remediating, and, if necessary, dismissing incompetent teachers is described.

Addressed to school superintendents, the eight steps are, as follows: (1) establish "excellence in teaching" as a high priority for the district, (2) adopt and publish reasonable criteria for evaluating teachers, (3) adopt sound procedures for determining whether teachers satisfy these criteria and apply these procedures uniformly to teachers in the district, (4) provide unsatisfactory teachers with remediation (assistance) and a reasonable time to improve, (5) establish and implement procedures for ensuring that appraisers have the requisite competencies, (6) provide appraisers with the resources needed to carry out their responsibilities, (7) hold appraisers accountable for evaluating and dealing with incompetent teachers, and (8) provide incompetent teachers with a fair hearing prior to making the dismissal decision. The District Evaluation Practices Inventory, included, is a guide for districts that wish to implement the approach. A seven-page bibliography completes the monograph. (FWR)

ED 245 297 EA 016 802

Barber, Larry

**Teacher Evaluation and Merit Pay. A Background**

**Paper.**

Education Commission of the States, Denver, CO.

Task Force on Education for Economic Growth.

Report No.—ECS-WP-TF-83-5

Pub Date—83

Note—39p.

Available from—ECS Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (\$3.00).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Faculty Evaluation, Formative Evaluation, Merit Pay, Professional Development, Salaries, Summative Evaluation, Teacher Effectiveness, \*Teacher Evaluation, \*Teacher Promotion

To make merit-pay plans work, a district's teacher-evaluation system must be both summative and formative—evaluating both for teacher outcomes and for progressive improvement. Only peer-mediated self-appraisal systems seem to meet such a challenge. Fairly rewarded merit-pay plans depend on accurate teacher evaluations. However, teacher evaluation systems suffer from a confusion of purpose, split between those that only reward or punish teachers (summative) and those designed to improve teachers' performances as they teach (formative). There is a need for a unified system. Research shows that attempting to improve teacher performance through a reward-punishment system alone is nearly always unsuccessful. Furthermore, after falsely labeled merit-pay plans are disregarded, there are clearly few real merit plans, and those most often fail because of inadequate evaluation systems. Often, other problems are also evident

in such plans; notably, teacher perception of evaluation plans as aversive control, turnover of administrative staff and school board members, and subjectivity in indexing the qualities of good teaching. Peer-mediated self-appraisal is both summative and formative, avoiding the other pitfalls of evaluation: it is summative for beginning teachers, providing a standard competency level based on peer review; it includes formative features at the probationary level; and it provides a formative professional review on a regular basis for senior teachers. (JW)

ED 245 298 EA 016 803

Kane, Michael B. Chase, Cheryl M.

**Improving the Environment for Learning: The Role of Educational Standards and Discipline. A Background Paper.**

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth. Report No.—ECS-WP-TF-83-6  
Pub Date—Nov 83

Note—26p.

Available from—ECS Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (\$3.00).

Pub Type—Information Analyses (070) — Reports — Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Curriculum Development, \*Curriculum Enrichment, \*Discipline Policy, Educational Environment, Elementary Secondary Education, Higher Education, Instructional Development, School Policy, State Departments of Education, \*State Standards

Research on educational standards and school discipline shows that curriculum reform may also improve discipline by engaging students in a challenging environment. The widespread decline in high school standards seems to have come from diluting both the high school and college liberal arts curricula of the past, with students abandoning careers in technology development for those in technology application. With diversity among schools in their curricula, there has been a corresponding diversity of standards; school boards and state departments of education must specify standards that clarify public expectations of schools, provide guidelines for their use of resources, and develop accurate tests of school effectiveness. Diversity also affects the application of disciplinary guidelines in schools. Although research shows discipline being critical to student achievement, changing social standards have eroded the traditional authority structure in public schools. Rather than imposing more extrinsic controls on students to try to improve learning, however, schools can establish an orderly environment through academic challenges and self-discipline. Thus, to raise educational standards and improve discipline, curriculum improvement—including more demanding courses in elementary schools, specified competencies statewide, and an upgrading of textbooks—would challenge students and satisfy public demand for better educational quality. (JW)

ED 245 299 EA 016 814

Pena, Deagelia M. Hill, Florence

**Effective Management: Important Aspects and Impact on Achievement.**

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Rep. a - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Administrator Attitudes, \*Administrators, Elementary Secondary Education, \*Evaluation Methods, In-service Education, Leadership Training, \*Management Development, \*Program Effectiveness, \*Program Evaluation, Seminars, Supervisory Training, Surveys

Identifiers—\*Detroit Public Schools Management Academy MI

This paper presents some of the results of a survey of participants in the Detroit Public Schools Management Academy's Required Management Seminars and includes suggestions for full-scale evaluation of a program such as this, which ultimately seeks to improve achievement. Questionnaires were sent to 400 participants, most of whom were principals or vice-principals, age 50+, who had worked in the school system more than 20 years. Respondents identified concepts more often

than skills when asked to identify the most practical things learned from the sessions, and recognized the value of the learned skills to their needs and the needs of the school. In the ratings of the most practical and important sessions, the sessions dealing with self-improvement were rated highest; followed by sessions related to concrete, job-related issues; and finally, sessions dealing with more remote and controversial issues. In the context of full-scale evaluation, a survey such as this is most valuable for identifying program areas needing improvement. The impact of the seminars on the participants' management behavior would be the second phase of an evaluation. A third phase would review the program's impact on achievement as measured by student test scores and quality of teaching, teachers, and school activities. (DCS)

ED 245 300 EA 016 815

Thompson, Daniel J., Jr. And Others

**Internal Structure in High Schools and Community Resource Variables.**

Pub Date—Apr 84

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bureaucracy, Centralization, Community Characteristics, \*Community Influence, Community Resources, \*Educational Environment, \*High Schools, Institutional Environment, Organization, \*Organizational Climate, Organizational Theories, \*School Community Relationship, \*School Organization, Specialization

Identifiers—Connecticut, \*Structural Properties Questionnaire

To examine the relationships between the external environment in which a high school exists and the internal structure of the school, a study compared selected resource variables in Connecticut communities and the internal organizational characteristics of the 25 high schools in those communities. The literature suggests external environmental variables can account for variance in organizational structure. The researchers tested the applicability of this theory to educational organizations by administering the Structural Properties Questionnaire (SPQ) to 30 randomly sampled high school teachers in each of 25 single high school districts in Connecticut, reviewing the records of the Connecticut Department of Education and the Connecticut Public Expenditures Council, and analyzing the relationships between the structural properties of the high schools and the community background variables. The study confirmed that community resource variables are related to bureaucratic characteristics in schools, and verified the usefulness of the SPQ as a valid and reliable tool for assessing structure in schools. The study also found that a community's wealth per capita negatively affects school centralization of power, and student and staff competition for resources accounts for school complexity and specialization. (DCS)

ED 245 301 EA 016 824

Gholson, Ronald E. Buser, Robert L.

**Cocurricular Activity Programs in Secondary Schools.**

National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.

Report No.—ISBN-0-88210-145-5

Pub Date—83

Note—22p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, P.O. Box 3250, Reston, VA 22091 (\$3.00 plus \$2.00 shipping and handling; quantity discounts; orders of less than \$15.00 must be prepaid).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Enrichment Activities, \*Extracurricular Activities, Faculty Advisers, \*Objectives, Program Evaluation, Recreational Activities, Scheduling, \*School Policy, Secondary Education, Secondary Schools, Student Organizations, Student Participation, Student School Relationship

This booklet provides a history of the role played by extracurricular activities in American secondary education, summarizing their objectives, principles, and problems, and classifying their types. The student-activity concept is traced through four stages

of historical development in the United States. Noting that the objectives of cocurricular activities keep pace with the changing activity goals of schools, the authors then compare five compilations of cocurricular objectives specified by five research studies conducted between 1931 and 1975. Turning from history to the needs of present-day school programs, the authors provide school leaders with 16 principles for guidance in achieving educational goals. A taxonomy of extra-class activities is supplied to aid local schools in assessing the breadth of their programs. Finally, the common problems in extracurricular activities are analyzed: student participation, sponsorship and faculty participation, and scheduling of activities. (JW)

ED 245 302 EA 016 828

Shulman, Lee S.

**A Perspective on Effective Schools. Education Brief.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Mar 84

Grant—NIE-G-80-0103

Note—8p.; Part of a presentation made at a conference for California educators, "Making Our Schools More Effective."

Available from—Publications, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (\$1.50).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Environment, \*Educational Philosophy, Educational Quality, Elementary Secondary Education, \*School Effectiveness, School Role, \*Teacher Effectiveness

Although social science has contributed much to the student of schools, the perspectives of earlier thinkers about school effectiveness can fill some of our present need, too, by emphasizing the social values most important and then applying them as educational standards. Former generations viewed good schools normatively rather than empirically (that is, rather than using test scores as evidence of outcomes). Educators should not abandon normative principles simply because of the existence of standardized test scores. Instead of giving up on applying contemporary school effectiveness research, those interested in improving educational quality should be aware of the limitations of the research—not applying it too broadly or simplistically. Effective schools should be defined as educational settings for teachers as well as students, stimulating teachers to learn as they teach. The Schenley High School Teacher Center in Pittsburgh may be a step in that direction: a school that emphasizes teacher education much as a teaching hospital emphasizes medical education. (JW)

ED 245 303 EA 016 830

Stallings, Jane A.

**An Evaluation of the Napa County Office of Education's Follow Through Staff Development Effort to Increase Student Learning Time and Achievement.**

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Grant—NIE-R-81-0024

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Classroom Techniques, Demography, Educational Environment, Elementary Secondary Education, Faculty Development, Observation, Outcomes of Education, \*Program Effectiveness, Program Implementation, \*School Effectiveness, \*Staff Development, Teacher Attitudes, Time on Task

This report assesses the effectiveness of the Napa County (California) Instructional Skills Staff Development Program, focusing on its impact on student achievement and student engaged rate in classrooms. The program, providing training for teachers and principals in administrative and instructional skills, is examined for outcomes in two schools, both with lower socioeconomic students. Data were collected on students' time on task, teachers' instructional interactions, and classroom management, and



on general organizational climate and demography. Analyses focus on four major areas: (1) engaged-time rates in classrooms, (2) student achievement, (3) teacher implementation of the Instructional Skills program, and (4) correlations among the above three areas. Nine of the 14 teachers studied improved or maintained their instructional skills after returning to the classroom from the Instructional Skills program. Students in all but one classroom were more attentive during posttest than during pretest visits. Further, achievement scores show that the lowest and highest performing students made progress after implementation of the staff development program. For math, but not for reading, the program improved student engaged time and achievement. (JW)

**ED 245 304** EA 016 831  
Carol, Lila N. Cunningham, Luvern L.

**Views of Public Confidence in Education: Outside of School Systems.**

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Community Attitudes, Educational Quality, Elementary Secondary Education, \*Public Opinion, Public Relations, Public Schools, Public Support, Questionnaires, \*School Community Relationship, \*School Effectiveness, \*School Support

To determine the public perception of schools and school leaders, this study questioned people with knowledge of and opinions about their local schools, allowing open-ended responses to a question about confidence in their schools: "What are the sources of your confidence in this school (or school district)?" Although data are incomplete and findings preliminary, respondents listed dedicated teachers and special instructional programs as the most important factors affecting confidence in their local school; the next highest rankings were assigned to effective administrators and maintenance of grounds and buildings. About the school district, respondents listed 20 categories of reasons for confidence, but the first 4 rankings included the same items as those for local schools. The factors inspiring confidence, it is noted, seem to have remained constant for many years, though the social background of those perceptions has changed radically. (JW)

**ED 245 305** EA 016 832  
Darr, Ralph F., Jr.

**The Teaching/Learning Process: State of the Science circa 1983.**

Pub Date—11 Feb 84

Note—28p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 1984).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Environment, Educational Strategies, Higher Education, \*School Effectiveness, Student Characteristics, Student Evaluation of Teacher Performance, Teacher Characteristics, \*Teacher Effectiveness, Teacher Evaluation

This review of research looks at the complex issues of school effectiveness by dividing the field into three clusters: (1) characteristics of effective teachers, (2) characteristics of effective learners, and (3) institutional and organizational characteristics of effective instruction. Research findings are summarized on college students' evaluations of their best teachers, noting their favored personality traits, behaviors in the classroom, and academic ability. Objective studies of the characteristics of award-winning teachers are also summarized. College student characteristics are discussed based on studies covering personality measures, past performances as predictors of success, and learning styles. Finally, the studies of instructional and organizational characteristics cover lectures as a teaching technique, the varieties of personalized systematic instruction, and the cognitive styles of instruction (such as discovery learning, problem solving, and contracting). (JW)

**ED 245 306** EA 016 836  
Sick Leave and Substitute Teacher Regulations.  
North Carolina State Board of Education, Raleigh.

Pub Date—1 Jul 84

Note—16p.

Pub Type—Guides—Non-Classroom (055)—Information Analyses (070)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Leaves of Absence, \*Substitute Teachers, Teacher Attendance, Teacher Employment, \*Teacher Employment Benefits, Teacher Salaries  
Identifiers—North Carolina, North Carolina State Board of Education, Rules and Regulations, \*Sick Leave

Regulations for sick leave and substitute teachers, adopted by the North Carolina State Board of Education, are presented in outline form. Sick leave regulations provide for sick leave eligibility, sick leave earned, leave charges, sick leave accumulation, advancement of sick leave, verification of sick leave, repayment of excessive leave, temporary disability, and reinstatement of accumulated sick leave. Substitute teacher regulations provide for teacher definition, employment and pay of substitute teachers, payroll data, absence with pay, and vacancy in teaching positions. Regulations are also presented for absence without pay in special categories, military leave, and absence codes. (FWR)

**ED 245 307** EA 016 838

Aplin, Norita D.

**The Values Guiding the Operational Practices of a Suburban Superintendent.**

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Administrator Responsibility, \*Administrator Role, Case Studies, Elementary Secondary Education, \*Leadership Qualities, Leadership Responsibility, Leadership Styles, Occupational Information, School Based Management, \*Superintendents, Values Clarification

Although the role of a superintendent has commonly involved a conflict between instructional leadership and business management, this dichotomy is apparently false; superintendents can effectively fill both roles. To explore this possible harmony of roles, one superintendent was studied who by reputation filled both roles very well. The superintendent was observed for 10 days; persons frequently in touch with him were interviewed; and documents recording his work were analyzed. The data were arranged according to categories of responsibility common to most superintendents, so that his practices could be compared to those of other administrators. The successful superintendent was found to maintain consistent practices in delegating responsibilities, in encouraging teamwork, and in facilitating communication among staff. Moreover, his educational goals were consistent and clear, in the areas of individualized learning, racial and sexual equity, and programming for exceptional children. Besides his own clarity and consistency, he influenced other administrators to adopt the same working style. (JW)

**ED 245 308** EA 016 840

Bredeweg, Frank H.

**United States Catholic Elementary and Secondary Schools, 1983-1984. A Statistical Report on Schools, Enrollment, & Staffing.**

National Catholic Educational Association, Washington, D.C.

Pub Date—84

Note—23p; For a related document, see EA 016 841.

Available from—Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 (\$5.00; deduct 10 percent per copy on prepaid orders).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Catholic Schools, Declining Enrollment, \*Educational Finance, Elementary Secondary Education, \*Enrollment Trends, Minority Groups, \*Private Schools, School Demography, School Personnel, Student Teacher Ratio, Tables (Data)

The National Catholic Educational Association's historical data (since 1968-69) and current data on schools are presented and their significance and implications discussed. The data include national population, birth rate, and age trends; enrollment trends

in public and private schools; and enrollment trends in private schools by religious affiliation. Catholic school statistics include enrollment trends by level, region, type of school, and ethnic composition; pupil teacher ratios; staff employed; and financial data. The report highlights state that (1) the total number of students at public and private schools will continue to decline until the 1990's; (2) private education represents a higher percentage of enrollment in the 1980's than it did in the 1970's; (3) Catholic school enrollments today constitute a smaller share of private education than they did in the 1960's; (4) the percentage of minority students and non-Catholic students in Catholic schools continues to increase; and (5) although Catholic school faculty increased in 1983-84, the pupil teacher ratio declined at the elementary level but remained the same at the secondary level. (MLF)

**ED 245 309** EA 016 841

Bredeweg, Frank H.

**United States Catholic Elementary Schools & Their Finances, 1984.**

National Catholic Educational Association, Washington, D.C.

Pub Date—84

Note—14p; For a related document, see EA 016 840.

Available from—Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 (\$5.00; deduct 10 percent per copy on prepaid orders).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Catholic Schools, \*Educational Finance, Elementary Education, Enrollment Projections, \*Enrollment Trends, \*Expenditure per Student, \*Operating Expenses, Private Schools, Student Teacher Ratio, Tables (Data), Tuition

Text and tables of national elementary school trends illustrate that private elementary school enrollment comprised 11 percent of national elementary enrollment in 1970 and is expected to peak at 12 percent in 1987. Catholic elementary enrollment in 1965-66 was 89 percent of the private school enrollment, but by 1978-79 the figure had declined to 66 percent. State-by-state and regional estimates of Catholic elementary school operating revenues and expenses are shown with the caveat that the value of the contributed services of religious community members or clergy is generally not recorded. Despite fewer students and schools, higher salaries and other costs led to the national per pupil cost in 1982-83 of \$782, a 19.8 percent increase over 1980-81. Nationally, sources of revenue for Catholic schools are 46 percent from parish subsidies, 43 percent from tuition, and the remaining 11 percent from fundraising activities. In 1970-71, about 72 percent of the Catholic schools charged less than \$100; by 1983-84, only 29 percent charged less than \$300. Other figures show that an increasing percentage of Catholic elementary schools have less than 300 pupils; nationally, about half were in the 21-18 pupils-per-teacher range, and 22 percent had less than 21 pupils per teacher. (MLF)

**ED 245 310** EA 016 843

Wynne, Edward A.

**Chicago Area Award Winning Schools, 1982-83.**

For Character, Chicago, Chicago, IL.

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Booklet published by: Lawrence Ragan Communications, Inc., 407 South Dearborn Street, Chicago, IL 60605.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Achievement Rating, Discipline Policy, \*Educational Environment, \*Faculty Evaluation, \*Outcomes of Education, \*School Effectiveness, School Role, Social Development, Student Adjustment, Student Behavior, Student Characteristics, \*Student Evaluation

Identifiers—\*Illinois (Chicago)

This booklet describes the characteristics of 16 Chicago-area schools designated as winners in a 1982-83 contest to develop student character and academic learning. Out of the 80 schools competing, the 25 finalists were reviewed for evidence of school effectiveness and outcomes. Schools were asked to assess students' prosocial activities and the

significant rewards and punishments provided to stimulate good conduct in both students and faculty. The winning schools also excelled in the clarity of their purposes and the consequent involvement of the community in their programs. Moreover, the administration and faculty in winning schools worked closely together, and that same cooperation encompassed the school spirit generated by students and faculty. Winning schools also encouraged high standards for all their students, insisting not only that students learn basic skills but that they press on as high as they are able; a wide range of instructional techniques thus came into play. (JW)

ED 245 311 EA 016 845  
Lee, Boon Yiu. *Hickrod, George Alan Karnes*

**Financial Problems of Central City School Districts in Illinois: An Analysis of Changes in Selected Fiscal Variables and Policy Implications of Those Changes.**

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency—Illinois School Problems Commission, Springfield.

Pub Date—Feb 84

Note—36p.

Available from—Publications, Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University, Normal, IL 61761 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Average Daily Attendance, \*Declining Enrollment, \*Educational Finance, Elementary Secondary Education, Family Income, Financial Support, \*Longitudinal Studies, Population Trends, Property Taxes, \*Retrenchment, State Aid, State Government, \*Urban Schools

Identifiers—Elasticity, \*Illinois

A longitudinal study of the rate of growth of school districts' resources in large central cities in Illinois is presented. The data analyzed covered the years 1972-73 and 1981-82 and were derived from the State Board of Education and the 1970 and 1980 United States Census. The study looked at the changes in average daily attendance (ADA), changes in per capita and median family income, local dollars generated per ADA, and elasticity of effort based on equalized assessed valuation per ADA. The study concluded that a decline in fiscal capacity has occurred over the decade, but that school operating expenditures have not decreased. This is a result of increased state aid and some increases in local fiscal support. Noting that in some cases per capita income and median family income have increased faster than dollars locally raised per ADA, the study suggests that central city schools could be quickly plunged into financial difficulties if state aid cannot be sustained. Many schools appear to be slowly giving up their base of local financial support. The authors conclude that Illinois school districts not keeping pace with increases in per capita income need to carefully examine their fiscal health. The authors offer four legislative implications and recommendations for the future. (MD)

ED 245 312 EA 016 846

Hickrod, G. Alan. *And Others*

**Proposal for a Venture Capital Grant: A Programmatic Approach to Excellence in Illinois Public Schools.**

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date—3 Mar 84

Note—12p.; Paper prepared for Speaker of the House Michael J. Madigan's Conference on Education Reform and School Improvement (Springfield, IL, March 3, 1984).

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Categorical Aid, Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, \*Equalization Aid, Expenditure per Student, Family Income, \*Grants, Program Costs, Program Development, Program Implementation, School Funds, State Aid

Identifiers—\*Excellence in Education, \*Illinois

A new formula proposed for categorically funding local education programs in Illinois can channel more money into programs for excellence than can general purpose grants. The formula, which would provide venture capital to stimulate local initiatives, would depend on district plans for using the money to improve instruction and on distribution of monies according to an equalization formula. By thus bal-

ancing the grants awarded against the district income, the state would allot grants by multiplying a constant (\$250) times the ratio of district personal income per pupil (DI) over state average income per pupil (SI), with this total multiplied by a district's weighted average daily attendance (WADA) and a constant equalization factor:  $G = \$250 (1.80 DI/SI) WADA$ . Appropriate programs fundable under such grants would include master teaching projects, technology for lower-income school districts, and projects to improve classroom conditions. With suitable legislative safeguards, this formula should help attain excellence without thwarting equity goals. (JW)

ED 245 313 EA 016 847

**Promising and Successful Programs and Practices in Schools with Intermediate Grade Levels: Programs, Projects & Activities. Information & Dissemination Series 18.**

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-84-5767

Pub Date—Mar 84

Note—29p.

Pub Type—Guides - General (050) — Reference Materials (130) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Assertiveness, Bilingual Teachers, Career Awareness, Career Guidance, \*Demonstration Programs, Educational Environment, English (Second Language), \*Intermediate Grades, Mainstreaming, Mathematics Instruction, Nontraditional Education, Practical Arts, \*Program Descriptions, \*Program Improvement, Reading Instruction

Identifiers—Artists in the Schools Program, Hawaii, \*Promising Practices

Outlined are the following 11 successful programs, projects, and activities functioning in Hawaii's intermediate schools: Alternative Learning Center (Waipahu and Pearl City Highlands); Career Awareness Exploring through Basic Practical Arts; Career Education Guidance (Kailua); Creating a Positive School Climate; Learning through the Arts; Positive Assertive Discipline Program; Reading to Learn; Respect and Responsibility; SLEP Learning Center; Using Hand Calculators to Teach Problem Solving and Other Basic Skills; and Waianae Intermediate School Student Leadership Project. The listings include some or all of the following: program title, goals and objectives, program description, evaluation design, evidence of effectiveness, considerations for replication, and contact person(s). This document is part of a series of publications produced by the Hawaii Department of Education to foster program improvement in the state's schools. (MD)

ED 245 314 EA 016 848

Steller, Arthur W.

**Chart a Course for Selecting New Principals.**

Pub Date—May 84

Note—4p.

Journal Cit—Updating School Board Policies; v15 n5 p1-3 May 1984

Pub Type—Information Analyses (070) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Education, \*Administrator Selection, Assessment Centers (Personnel), Elementary Secondary Education, \*Leadership Qualities, Leadership Training, Personnel Policy, Personnel Selection, \*Principals

With 50 percent of all principals planning to retire in the 1980's, hiring good principals should be a matter of planning rather than chance. This pamphlet notes the strategies that can help to ensure that a district hires effective educational leaders as principals. Developing effective job descriptions and interviewing techniques, though essential, can be supplemented with assessment center observations, in which administrator candidates are observed in model job situations for several days and rated according to the important skills needed by successful principals. Academic leadership training institutes, such as those at Harvard, the University of Oregon, and Butler University, also provide workshops to improve administrators' instructional leadership skills. Finally, superintendents and school boards can identify and prepare future principals in five steps designed to support a district's commitment to administrative excellence. (JW)

ED 245 315 EA 016 849

MacDonald, Cairine, Comp.

**Animating Community Schools. An Annotated Bibliography for Use in Developing Practical Applications of the Community School Concept in Alberta. Revised Edition.**

Alberta Dept. of Education, Edmonton.

Pub Date—83

Note—59p.; Prepared by Interdepartmental Community School Committee.

Available from—Director, Interdepartmental Community School Committee, 10053 111 Street, Edmonton, Alberta T5K 2H9 Canada. Alternate source: Community Education Association of Alberta, Box 1277, Edmonton, Alberta T5J 2M8 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Cooperation, Community Education, Community Involvement, \*Community Schools, Cooperative Education, Curriculum Development, Educational Environment, Elementary Secondary Education, Foreign Countries, Nontraditional Education, Parent Participation, Public School Adult Education, School Community Relationship

Identifiers—\*Alberta

This annotated bibliography focuses on topics relevant to developing practical applications for community schools—that is, for schools committed to broad community education and involvement. The 192 titles selected have been grouped under 10 characteristics of the ideal community school: (1) community-related curriculum, (2) involvement of parents, (3) collegiality, (4) everyone a teacher, (5) everyone a learner, (6) interagency cooperation, (7) facility adaptation, (8) community use, (9) community issues, and (10) sense of community. Bibliographic entries include libraries in Alberta (Canada) where publications are available, publishers, and prices. Categories are cross-referenced, and a title index and list of publishers' addresses are provided. (JW)

ED 245 316 EA 016 850

Tumolillo, Allan

**Rebuilding Our Schools: Management of the New York City Board of Education Division of School Buildings' Repair Program.**

Educational Priorities Panel, New York, N.Y.; Interface, Inc., New York, N.Y.

Pub Date—3 May 84

Note—91p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Board of Education Policy, Building Operation, Computer Oriented Programs, Contracts, \*Educational Environment, \*Educational Facilities Improvement, \*Educational Finance, Elementary Secondary Education, Equipment Maintenance, Machine Repairs, \*Management Development, Modernization, \*Needs Assessment, School Closing, School Construction, \*School Maintenance, Unions

Identifiers—Custodians, \*New York City Board of Education, Wicks Law (New York)

Outlining New York City's Division of School Buildings (DSB) Maintenance Program, this report makes recommendations on funding, management reform, and coordination among the various Board of Education divisions. It includes detailed analysis of the board's expenditures for school maintenance. The report updates the 1978 Educational Priorities Panel study through interviews with top DSB officials and analysis of Board of Education documents. The report points out that many schools are in desperate shape as a result of years of neglect, due to the city's fiscal crisis and the aging of the schools. The recommendations include a proposed \$20 million increase in the school maintenance budget for 1985, and a \$15 million a year increase for the next 4 years. These increases are linked to management savings in custodial and maintenance costs, which include: improved procedures for setting priorities and for worker allocation at maintenance shops, computerization of paperwork, streamlining of contract procedures and tightening supervision of contractors, and increasing the repair responsibility of custodians. The appendixes include 62 tables of statistical data, excerpts from 2 reports, and a three-page bibliography. (MD)

ED 245 317 EA 016 851

**Education Budget Options, Fiscal Year 1985.** Educational Priorities Panel, New York, N.Y.; In-

terface, Inc., New York, N.Y.

Pub Date—84

Note—34p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, \*Budgets, Educational Facilities, Educational Improvement, \*Educational Planning, Elementary Secondary Education, Expenditure per Student, Expenditures, \*Finance Reform, Financial Needs, \*Financial Policy, Financial Support, Improvement, \*School Funds, Special Education, Statistical Data, Urban Education, \*Urban Schools

Identifiers—\*New York (New York), New York City Board of Education

New York City's executive budget for fiscal year 1985 provides for significant service increases, after a decade of severe fiscal constraints. The Educational Priorities Panel (EPP) therefore proposes a \$50.7 million increase in the education budget of the City Council and the Board of Estimate, to be directed toward the following priorities: (1) restore PEG cut supplanting federal Chapter 1 funds (\$13.7 million); (2) increase funding for high schools, contingent on per capita formula (\$15.0 million); (3) provide additional support services for middle schools (\$5.0 million); (4) provide additional funding for school repairs (\$13.0 million); (5) increase funding for school opening fees (\$4.0 million). Executive budget service increases endorsed by EPP include reduction of first-grade class size, repairs for school buildings, full funding for special education, and a school health program. These recommendations are discussed in detail, accompanied by illustrative tables and charts. The overall goal of the EPP's budget position is to rebuild a school system better than the one substantially dismantled a decade ago. An appendix presents recommendations to improve special education. (TE)

ED 245 318

EA 016 852

Levin, Henry M.

Clocking Instruction: A Reform Whose Time Has Come?

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Pub Date—84

Note—5p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305-1691 (free).

Journal Cit—JFG Policy Perspectives; Spr 1984

Pub Type—Information Analyses (070) — Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, \*Extended School Day, \*Extended School Year, \*Time Factors (Learning), Time Management, \*Time on Task

Although policymakers have recently tended to call for longer school days or years, such reforms might be ineffective or counterproductive if they fail to take into account the interactions between time and other determinants of learning, including the role of the student in allocating time. Research has shown that the amount of learning is a function of capacity, effort, time, and quality of resources. Since effort is a variable determined by the student, means must be found to increase it by developing motivators either intrinsic or extrinsic to the curriculum. Extrinsic motivators, which seem to be losing their appeal to students, include rewards provided by parents, school and society; expectations of economic success; and fear of economic failure. Extrinsic motivators are difficult to manipulate. Cost analysis indicates that investing in upgrading the quality of teaching resources would cost less than increasing school hours and student workloads and would enhance learning. Furthermore, no good evidence suggests that adding days to the school year improves performance; even so, many states are making such additions. More research is needed before sweeping reforms can be justified. (FWR)

ED 245 319

EA 016 856

McLaughlin, Milbrey W.

How the Board Can Promote Faculty Effectiveness, Trustee Topics. NAIS Surveys & Reports. National Association of Independent Schools, Boston, Mass.

Pub Date—84

Note—5p.; Based on a transcript of author's remarks at the Annual Conference of the National Association of Independent Schools (1983).

Available from—Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 (\$15.00 plus \$1.00 shipping and handling, prepaid; quantity discounts).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, \*Board of Education Role, \*Classroom Environment, Educational Attitudes, \*Educational Environment, Educational Quality, Elementary Secondary Education, Instructional Improvement, \*Private Schools, Teacher Attitudes, \*Teacher Effectiveness, Teacher Improvement, Teacher Morale, Teacher Motivation, Teaching Conditions, \*Trustees

Research extending back into the 1890's reveals that the quality of classroom instruction depends not upon differing curricula, for example, but rather upon the attitudes and actions of teachers. Instructional effectiveness is especially important for independent schools, yet availability as well as quality of candidates has dropped markedly. Nonetheless, independent school trustees can attract quality teachers if they shift their focus of concern to issues of school climate and instructor motivation. Such a task encompasses a comprehension of the task of teaching, classroom life, positive trustee attitudes and policies, and a supportive climate. In the first place, trustees should realize that teachers face obstacles ranging from finding it difficult to evaluate their own effectiveness and thus generally feeling uncertain about their roles, to lacking the necessary time and support for analyzing just what they are doing, and thus remaining oblivious to needs for change. Taken together, such factors are detrimental to classroom life. Yet incentives related to job satisfaction—recognition for teaching excellence, for instance—can lead to an improved learning environment and increased achievement among students. It is this incentive/satisfaction concern that trustees must address if they want to retain and attract high-quality faculty. (KS)

ED 245 320

EA 016 857

NAIS Member School Tuition Fees, Teachers' Salaries, Administrative Salaries, 1983-84.

NAIS Statistics, Fall 1983.

National Association of Independent Schools, Boston, Mass.

Pub Date—83

Note—21p.

Available from—Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 (\$50.00 plus \$1.00 shipping and handling, prepaid; quantity discounts).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Boarding Schools, Comparative Analysis, \*Educational Finance, Elementary Secondary Education, Expenditures, Personnel Data, \*Private Schools, Salaries, \*Salary Wage Differentials, School Statistics, Single Sex Schools, \*Statistical Distributions, Statistical Surveys, Student Costs, Tables (Data), \*Teacher Salaries, \*Tuition

The National Association of Independent Schools (NAIS) 1983 fall report offers statistics on member school tuition fees, teachers' salaries, and administrative salaries for 1983-84. Of 855 active and affiliate schools, 91.2 percent are represented. Section I presents tuition figures for girls', boys', and coeducational schools in seven areas of the United States and in Canada, Guam, Puerto Rico, and the Virgin Islands. Percentages of fee increases are included. Section II shows full-time salaries for beginning and experienced teachers, with the same geographic breakdown as in section I. This section also shows the range of highest, median, and lowest salaries for the year, as well as the percentage of increase in medians since 1978-79. Section III concentrates on salary ranges for full-time administrative officers for size and type (day and boarding) of school. Where fewer than five schools of a type responded, no figures are listed. (KS)

ED 245 321

EA 016 858

NAIS Member School Operations, 1982-83; NAIS Membership, 1983-84. NAIS Statistics, Spring 1984.

National Association of Independent Schools, Boston, Mass.

Pub Date—84

Note—15p.

Available from—Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 (\$50.00 plus \$1.00 shipping and handling, prepaid; quantity discounts).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Costs, \*Educational Finance, Elementary Secondary Education, Ethnic Distribution, Ethnic Groups, Expenditure per Student, Expenditures, \*Financial Support, Income, Minority Group Children, \*Minority Groups, Minority Group Teachers, \*Operating Expenses, Personnel Data, Racial Distribution, School Statistics, Statistical Distributions, \*Student Financial Aid, Tables (Data)

This report shows responses to two National Association of Independent Schools (NAIS) surveys distributed in September 1983. Section I focuses on financial aid income for 593 schools, including those deriving income from one source, and on aid to students at 644 schools during 1982-83. Section II shows minority student enrollment in 784 United States schools by school type (girls' boys', coed, and day and boarding), by geographic area, and by racial/ethnic group, including figures that date from 1979 through 1984. Area of enrollment is also designated for 16 schools with unique student bodies in the Virgin Islands, Puerto Rico, Hawaii, Guam, and Georgia. Additionally, the section offers figures on minority teachers who in 1983-84 constituted 2.9 percent of all reporting teachers. Section III lists results of 1982-83 financial operations, as well as expenditures, revenues, and ratios of personnel in 653 schools. Section IV notes NAIS membership as of September 1983. Section V presents a 5-year summary (1979-84) of enrolled members by school type. (KS)

ED 245 322

EA 016 862

Wimpelberg, Robert K.

Administrative Inservice and Theories of Groups.

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Agency Role, Educational Improvement, Educational Innovation, \*Enrichment Activities, \*Group Guidance, Grouping (Instructional Purposes), Group Instruction, Improvement Programs, \*Inservice Education, \*Management Development, Models, \*Principals, Professional Development, Professional Training, \*Self Help Programs, Theories, Voluntary Agencies

Voluntary organizations providing inservice activities for principals are the newest in the administrative development field. This paper explores those organizations' prospects, particularly the voluntary, administrator-directed "principals' center," and borrows its analytical framework from theories of group formation. The Principals' Center in New Orleans, Louisiana evolved from an interest in Roland Barth's informal learning program for Boston principals. The Center brings in outside "major" speakers or workshop leaders twice yearly and organizes smaller programs during the year. Although the New Orleans structure used the Harvard Center as its model, it differs in the fund-raising area, relying on businesses, foundations, and school districts, whereas Harvard is funded by the Graduate School of Education. Harvard's initial planning was also determined by university personnel, as opposed to New Orleans' board of principals. As interest groups, principals' centers require financial bases and membership groups, both complex issues. Incentives to elicit contributions are important, as is proof of successful training of members. Unlike Harvard, New Orleans is weak in material and solitary incentives, and must basically rely on purposive incentives grounded in forward-reaching curricula and a philosophy of mutual support. (KS)

ED 245 323

EA 016 863

Crow, Gary M.

Alternative Patterns of Adjustment: The Case of the Elementary Principalship.

Pub Date—Apr 84

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/-



## Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Administrators, Elementary Education, \*Job Satisfaction, Mobility, \*Principals, Role Conflict, School Administration, School Personnel, School Supervision, Teacher Administrator Relationship, \*Work Environment

Adjustment is one aspect of the elementary principal's relationship to work, as he or she both responds to the work environment and contributes to its construction. This study furthers research examining adjustment from the individual, organizational, and individual/job match perspectives by investigating adjustment patterns for 113 satisfied and dissatisfied elementary principals surrounding Chicago, as well as career/adjustment and employee position/adjustment differences. A preliminary analysis has identified two variables involving adjustment responses related to the principal's dual role as office subordinate and school superordinate: career mobility (specifically, variety of movement as an objective indicator) and work satisfaction or dissatisfaction. Additionally, a correlation can be drawn between background and adjustment differences; 28 percent of "movers" remained in their first principalship, for instance. "Movers" and "stayers" also differ in terms of their teaching experiences as well as in their adjustment to the dual role. Satisfied stayers tend to adjust to that role without battle, while movers adjust by viewing themselves as protectors of school interests. Balancing autonomy and control is another role factor, with dissatisfied principals perceiving that they have insufficient autonomy over teachers. A final role factor involves social group support. (KS)

## ED 245 324

EA 016 864

Andrews, Jerrilyn V. And Others

## Achievement Results from Five Years of Mandated School Improvement Planning.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Descriptive (141) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Elementary Secondary Education, Improvement, Mathematics Achievement, Performance, Reading Achievement, Scores, Tables (Data), Testing, Test Interpretation, \*Test Results Identifiers—Dallas Independent School District TX

In 1977 the Dallas Independent School District devised a 5-year state-mandated improvement plan for increasing student test scores in priority goal areas. This paper describes the planning process as it evolved, the problems faced by large districts, and the 5-year student achievement results. The original plan contained eight priority goal areas, accompanied by goal indicators. These goals, as well as sample formats for learning objectives, were placed in accountability notebooks and given to 400 building administrators. In 1978-79, 177 improvement plans were submitted, only 63 of which were deemed adequate. Goal areas were reduced the following year and planning guidelines revised. Submitted plans showed a mixed improvement. 1980-81 represented a major step forward. Guidelines became more specific, and monitoring greatly expanded. By the end of year 4, far fewer schools required plan implementation assistance. 1982-83 saw major revisions, among which were prototype school improvement plans with specific instructional strategies. Project problems ranged from a lack of personnel commitment to test and scoring changes. Finally, student achievement was determined by comparing earliest test results with 1982-83 results and district objectives, the latter showing gains at every level. (KS)

## ED 245 325

EA 016 865

Alfonso, Robert J.

## Integrating Supervision, Evaluation and Staff Development: A Concept Paper.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Holistic Approach, \*Instructional Improvement, \*Integrated Activities, \*Models

The early eighties will likely be viewed as a time of great school reform. Yet even though commissions and other observers describe what schools ought to do, a lack of understanding of how to go about doing it remains. Generally, reform movements are deficient in proper instructional management resources, and educators are left on their own to deal with national criticism and prescription. This paper suggests an integrated model for incorporating three categories of activity—supervision, evaluation, and staff development—related to instructional improvement. Presently these tasks remain isolated entities, even in the literature. In a 1983 survey, for example, supervisors indicated that evaluating teachers would undermine their primary roles. Nonetheless, it is useless to conduct teacher evaluations without a supporting program of supervision and staff development, each of which should be seen as an "equal" in contribution. As a figure illustrates, there is no automatic starting point for attempting instructional improvement; evaluation results could lead in several directions, a holistic goal. Anything less is change sought in a vacuum. (KS)

## ED 245 326

EA 016 866

Jordan, K. Forbis. McKown, Mary P.

## Fiscal Policy Implications of the Education Reform Reports.

Pub Date—25 Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Ladders, Compensation (Remuneration), Educational Change, Educational Environment, \*Educational Finance, \*Educational Improvement, Educational Innovation, Educational Needs, \*Educational Objectives, \*Educational Planning, Educational Policy, Educational Quality, Elementary Secondary Education, \*Financial Policy, Incentives, National Programs, Performance, Professional Recognition, Professional Training, Program Evaluation, Recognition (Achievement), \*Research Reports, \*Resource Allocation, Teaching Conditions

This paper examines fiscal implications of five 1983 reports that recommend reform of America's schools. Greater rigor in curriculum and textbook content is a common report theme, while three call for specific graduation requirements. Generally, reports recommend increasing time for key courses and requiring regular homework, achievement tests, and definite policies on student conduct. Teachers' salaries are a universal concern, as are upgrading teacher preparation and recruitment. The fiscal implications vary. The Excellence Commission calls for the federal government, states, and localities to cooperate in areas of special-student needs, career ladders, and attractive incentives. The Twentieth Century Fund recommends the federal government assist poor and minority students, promote educational quality, fund a Master Teachers Program, and support research. The Education Commission of the States Task Force emphasizes that schools make the best use of resources and that states create career ladders and provide financial incentives. The National Science Board asks that states and local governments finance elementary and secondary education and that a National Education Council identify and monitor goals; federal monies should support certain activities. The Carnegie Foundation holds that citizens, school boards, states, and federal government should work in unison to promote excellence. Cost implications of the reports' recommendations are categorized under incremental, startup, interactive, and insufficient information headings. (KS)

## ED 245 327

EA 016 867

Stout, Julie G.

## Becoming a School Board Member: The Socialization Processes.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Acculturation, \*Boards of Education, Cultural Influences, Culture, Educational

Anthropology, Ethnology, \*Socialization, Sociocultural Patterns

Identifiers—Arizona, \*Board of Education Members, Small Group Theory

This study examines the socialization and enculturation process by which one becomes a school board member, using adult socialization and small group theory to construct a model of the role socialization process. Thirteen new school board members in seven Arizona school districts were interviewed in depth, from the announcement of their candidacy until their first anniversary in office, and information was also gathered from interviews with superintendents, attendance at meetings, and documents. The model of school board member enculturation identified in this study involves five phases. To enter the enculturation process, members must go through rites of passage, involving three stages: candidate, member-elect, and oath of office. Second, the new members become aware of the traditions of consensual voting, team concept, and not raising embarrassing questions. Third, members learn the trade, becoming knowledgeable in three basic areas: technical, cognitive, and self-analytic. Fourth, they gain familiarity, insight, and tolerance regarding the groups they interact with. Finally, the members become a cohesive group as they receive common stimuli, are influenced by other board members, learn to act in public, and respond to the constituency. The study concludes with recommendations for further research. (DCS)

## ED 245 328

EA 016 868

Foster, William

## Alternative Perspectives on the Political Economy.

Pub Date—Apr 84

Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Capitalism, Economic Change, \*Economics, Marxian Analysis, \*Models, \*Political Science, Research, Social Exchange Theory, Social Psychology, Social Sciences, \*Social Theories Identifiers—\*Political Economics, Smith (Adam)

This paper investigates certain dimensions of the term "political economy" with specific reference to its application in analyzing educational organizations. The first section reviews classical and modern formulations of political economy to show how modern political economists operate within a received paradigm embodying five basic assumptions and practices: (1) the use of microeconomic concepts in the analysis of the political behavior of groups; (2) an unresolved tension between the "purely scientific" (explanatory and predictive) and the "value-laden" (normative or prescriptive) dimensions of the concepts of political economy; (3) an underlying assumption of "economic man", i.e., that everyone desires more wealth with no sacrifice; (4) an implied hedonistic theory of motivation; and (5) an implied definition of politics as the mobilization of efforts to gain scarce resources in pursuit of individual and collective self-interest. The second section examines these assumptions by looking at alternative conceptions of some of the undergirding concepts. The following issues were examined: (1) the critical dimension (the assumption of objective neutrality in the social sciences and the critical function of theory); (2) definitions of rationality (a critique of the ethnocentricity of prevailing models, and some alternative possibilities); (3) theories of motivation (a critique of the behavioristic emphasis in current theories, followed by perspectives based in cognitive psychology); and (4) politics and prediction (the inherent deficiencies of a predictive science of political economy in rapidly changing social conditions). (TE)

## ED 245 329

EA 016 869

Sander, Benno. Wiggins, Thomas

## The Cultural Context of Administrative Theory: In Consideration of a Multidimensional Paradigm.

Pub Date—83

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrative Principles, Comparative Analysis, Cross Cultural Studies, \*Cultural Context, \*Educational Administration, Elementary Secondary Education, Foreign Countries,

Management Systems, \*Models, Organizational Effectiveness, \*Organizational Theories, Policy Formation, Politics of Education  
Identifiers—Latin America

The continuing perceived complexity of educational systems and the current status of organizational and administrative theory suggest a renewed theory-building effort in the field of educational administration. It is in this sense that this paper presents a heuristic paradigm for the study of educational administration in the Americas, a multi-dimensional paradigm of educational administration. The paradigm is founded upon knowledge developed over time in the field of educational administration and upon the evaluation of present demands and future needs of educational administration in the Americas. The paper is based upon the thesis that educational administration is a professional field of study and upon the need to conceive a theory of professional practice in educational administration. The cultural context of administrative acts and knowledge is the key criterion that governs the central concern of this paper. (Author)

ED 245 330 EA 016 870

Wilburn, Kenneth T. Summers, Ida May

The Continuing Education of Administrators: Identifying Competencies, the Critical First Step.

Pub Date—Aug 83

Note—36p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Change, Administrator Attitudes, Administrator Evaluation, Administrator Role, \*Administrators, Change Strategies, \*Continuing Education, Educational Administration, \*Educational Needs, Enrichment, Enrichment Activities, Field Interviews, Field Tests, Higher Education, Improvement Programs, Job Performance, Management Development, \*Needs Assessment, \*Professional Development, School Administration, \*Skill Analysis, Skills  
Identifiers—Florida

The development of continuing education programs for school administrators has traditionally relied on the formal survey and the utilization of small samples of practicing administrators to provide direction to program planners in designing inservice activities. The purpose of this study was to investigate the feasibility, validity, and reliability of using the quasi-ethnographic field technique of the structured interview to determine the critical personal and professional competencies needed by a sample of 50 Northeast Florida public school administrators. The researchers trained 50 graduate students to conduct interviews with 50 practicing administrators and code the continuing educational needs. The data collected provided a true representation of the educational needs of those surveyed; reduced generic conceptual areas into smaller, more critical training topics; provided valid and reliable data; were consistent with the national concerns of educators; and provided a list of specific skill needs of individuals and subgroups within the sample population. The researchers concluded that the structured interview technique offers a feasible, more accurate needs assessment determination process than the formal survey, has the unique byproduct of motivating administrators to more readily participate in inservice activities, and is a practical alternative for small and medium size school systems. (Author)

ED 245 331 EA 016 871

Hoyle, John R.

What's Wrong with Our Schools? Malaise and the American Educational System.

Pub Date—7 Apr 81

Note—15p; Speech prepared for the opening session of the Sam B. Rayburn Symposium at East Texas State University (Commerce, TX, April 7, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Community Cooperation, Community Education, Community Resources, Curriculum Development, \*Educational History, Elementary Secondary Education, \*Futures (of Society), Higher Education, Lifelong Learning, \*Long Range Planning, Mastery Learning, Models, Participative Decision Making, Pre-

diction, Resource Allocation, School Community Relationship, Teamwork, \*Theories, \*Trend Analysis

Most constructive critics of education agree that today's students are better than any in United States history. Yet problems like competency shortages and outmoded curricula remain. When schools were basically "socializers" (1885-1957), praise outstripped criticism—until 1957's Sputnik. In response, Congress initiated the National Aeronautics and Space Administration (NASA), passed the National Defense Education Act, and the National Science Foundation granted graduate scholarships by the thousands. By the sixties confidence in schools was again high. Meanwhile critics like Goodman and Holt began to use words like "stifling," and a new reaction was underway. Open classrooms in open-designed buildings replaced interest in traditional cognitive skills. The result was an outcry from back-to-basics proponents. At the same time integration of minorities was slow, while private schools multiplied. Finally, city school enrollment plummeted as urban areas became largely black, lower-class, and more violence-prone. Frightened teachers of all races left the profession. Such factors may be viewed in two ways: Large metropolitan school districts face closure by 1999. Inner cities go first and the incoming poor create the same problems for suburban and rural districts that caused inner-city collapse. Conversely, education leaders begin now to fight for schools' revitalization by implementing survival conditions ranging from equitable resource allocations to system-renewal strategies, and illiteracy vanishes by 1999. (KS)

ED 245 332 EA 016 872

Schmuck, Patricia A.

Women as Educators: Employees of Schools in the U.S.A., A Description and Analysis.

Pub Date—Apr 84

Note—76p; Symposium paper prepared for the International Interdisciplinary Congress on Women (2nd, Groningen, The Netherlands, April 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Organization, Educational Discrimination, \*Educational History, Elementary Secondary Education, Employed Women, Equal Opportunities (Jobs), Equal Protection, \*Feminism, Research Methodology, \*Sex Bias, \*Sex Discrimination, Sex Fairness, Sex Role, Sex Stereotypes, \*Women Faculty

This paper describes the roles that women have played in the public schools of the United States in the 19th and 20th centuries and analyzes changes in their status and level of participation during this period. After an introductory section addressing the purposes of the international symposium at which the paper was read, the second section provides a historical review of women's role and status in schools: as elementary and secondary teachers, as administrators, as school board members, and as federal employees. The third section addresses three issues directly related to women's role in public schools: (1) the relation between women's position in the educational hierarchy and the rise of feminism, (2) the organizational structure of schools and how women's experience in these organizations differs from men's, and (3) the legal remedies of the 20th century women's movement. The fourth and final section provides a feminist perspective on the neglect of women's ideas and experiences by most educators and historians of the American educational experience. Topics include the "universalist bias" (ascription of universality to male experience and perspectives), the "machismo bias" embedded in the methodological structures of inquiry, the "devalue of education bias," and the "contemporary school marm bias." Statistical tables are appended, along with a six-page bibliography. (TE)

ED 245 333 EA 016 873

Mullin, David D. Musella, Donald F.

Educational Consultancy: Perceptions and Reality.

Pub Date—25 Apr 84

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, \*Consultants, \*Consultation Programs, \*Educational Innovation, Elementary Secondary Education, Foreign Countries, Inservice Education, \*Inter-

mediate Administrative Units, \*Professional Services, Teacher Administrator Relationship, Teacher Attitudes

Identifiers—Ontario

This study undertook to discover why educational consultancy has not been more successful in implementing new educational programs and practices. It sought to identify differences in perceptions of superintendents, principals, consultants, and teachers with regard to teachers' need for consultant services and the factors, organizational and otherwise, affecting those services. Educational consultants interact with teachers within an organizational context that may fall on a continuum between a tightly structured "rational bureaucracy" and a loosely coupled structure. For effective consultation, a more tightly coupled organizational structure is advocated. Four large school boards in southern Ontario were chosen for the study, which was based on questionnaires distributed to superintendents, all consultants, and the principals and teaching staff from 15 randomly selected schools. Findings reveal the need for (1) greater input by teachers in the formulation of consultative goals, (2) more knowledge among all key actors about services, (3) employment of more consultants, (4) reduced number of teacher needs for which consultants are responsible, (5) a high priority for beginning teachers in allocating consultant services, (6) reduction in consultants' administrative tasks, and (7) increased inservice training by other classroom teachers. (TE)

ED 245 334 EA 016 874

Lynch, Patrick D.

The Retreat of Equality: A Commentary on International Educational Policies since 1960.

Pub Date—26 Apr 84

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Cultural Context, Culture Lag, Decentralization, Economic Factors, Educational Demand, Educational Economics, \*Educational Policy, Education Work Relationship, Elementary Secondary Education, \*Equal Education, \*Foreign Countries, \*Politics of Education, Postsecondary Education, Social Integration, \*Sociocultural Patterns

During the 1960's, the nations of the world strove to provide access to schools, especially primary schools, to all children, on the assumption that education was a necessary and sufficient precondition for economic development. This faith gave way, in the 1970's and 1980's, to worldwide skepticism about the linkage between education and economic development, and a consequent retreat from the ideal of equality in educational policy. Accordingly, this paper reviews relationships and tensions among the three paramount goals of educational policy, since 1960, in socialist and capitalist countries alike: equality, integration, and decentralization. The original rationale of each of these goals is discussed, along with the detrimental consequences of the policies implemented to bring them about. The ideal of equality, associated with modernization and homogenization of culture, led paradoxically to increased inequality and disunity, owing to unfulfilled expectations of marginal cultures whose education prepared them to abandon their traditional economies and to become modern in a society that needed the skills of fewer people, and in economies growing far more slowly than in the 1960's when the optimistic plans were made. Thus equality of educational access has been abandoned in many countries as an unrealistic goal. New definitions of equality in education, less associated with cultural homogeneity and centrally imposed curricula, must be designed. (TE)

ED 245 335 EA 016 875

Dias, Jose Augusto Lynch, Patrick D.

The Cultural Context of Educational Policy: Brazil and the United States.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Centralization, Comparative Analysis, Compliance (Legal), Cultural Differences, Decentralization, Educational Legislation,

\*Educational Policy, Elementary Secondary Education, Foreign Countries, Foreign Culture, Government Role, \*Government School Relationship, Politics of Education, \*Public Policy

Identifiers—\*Brazil

Both Brazil's and the United States' educational policies are influenced by centralization of administration and formal objectives mandated by law. Arising from a long division in Brazilian life between government and people, public schools have been seen to be the concern of the government, which has preserved the antiquated division of secondary education into academic and vocational. Laws mandating reforms in public education have often done little to align public need with educational offerings, thus perpetuating the government's largely pro forma acknowledgment of educational needs. In the United States, too, educational policy has become increasingly centralized since World War II. The centralization, in the United States as in Brazil, has inevitably been accompanied by legal formalism, which divorces educational policy from actual local compliance. (JW)

ED 245 336

EA 016 876

Van Lozen, Lu

Some Points to Consider When You Discuss Merit Pay.

American Association of School Administrators, Arlington, Va.  
Pub Date—83  
Note—42p.

Available from—Publications, American Association of School Administrators, Dept. 102, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00108; \$4.50 plus \$2.50 shipping and handling, prepaid; quantity discounts; prepaid orders over \$20.00 will not be billed for shipping and handling).

Pub Type—Information Analyses (070) — Reports — Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Differentiated Staffs, Elementary Secondary Education, Incentives, Master Teachers, \*Merit Pay, Merit Rating, Personnel Policy, \*Program Design, \*Program Development, Program Evaluation, Program Implementation, Program Improvement, Recognition (Achievement), Salaries, Teacher Employment

Providing information on the issue of merit pay for teachers, this booklet covers reasons for adopting merit-pay programs, examples of such programs now operating, definitions of types of programs, indications of why some programs have failed, and steps for developing a successful program. Noting the lagging pay of teachers and inadequacies of current promotion systems, the author describes the varieties of merit-pay plans. Examples of merit-pay programs show how teacher outputs are being used to determine awards, how merit-pay schedules have entirely replaced single-salary schedules in some districts, and how incentive pay can help districts meet special needs. Differential staffing and master-teacher plans are also explained and illustrated. Three major reasons are cited for most merit-pay failures—teacher opposition, inadequate financing, and administrative difficulties—and a variety of other reasons mentioned, as well. Finally, a seven-step approach is offered to implementing a program in any school district; the steps are chosen to avoid proven pitfalls, generate public support, and meet district needs. (JW)

ED 245 337

EA 016 877

Kelsey, J. G. T.

The Assessment of Administrative Performance in Schools.

Pub Date—Jun 83

Note—53p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration (Vancouver, British Columbia, Canada, June 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Administrator Evaluation, Elementary Secondary Education, \*Evaluation Criteria, \*Measurement Techniques, Performance Factors, Principals, \*Statistical Analysis, Statistical Distributions, Superintendents, Tables (Data)

Identifiers—British Columbia

Effectiveness ratings of principals by researchers have frequently been hampered by relying on teachers' one-dimensional, research-triggered "global"

ratings. This paper reports a 1979-80 British Columbia superintendents' study geared toward multidimensional subjective assessments of 266 administrators, and concentrates primarily on ways in which superintendents make their evaluations. The first section deals with data-including distributions of general evaluator ratings and of ratings by positions—and with evaluation strategies. The next section presents a random sample of 77 reports and examines the aspects on which evaluators focus as they consider principals' schools, rather than their behaviors. Professional background, as well as descriptors (adjectives) describing the evaluated, are addressed in the third section, although it is chiefly given to analyzing the number (290) and variety of principals' actions in terms of a 4-dimensional framework. The next section relates differences between reports of differently rated principals, and conclusions are drawn in a closing section. (KS)

ED 245 338

EA 016 880

Herriott, Robert E. Firestone, William A.

Two Images of Schools as Organizations: A Replication and Elaboration.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Note—23p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Centralization, \*Decentralization, \*Educational Change, \*Educational Environment, Educational Improvement, Elementary Secondary Education, \*Organizational Climate, \*School Organization

In this paper the authors extend an earlier study that developed images of what schools are like as social entities. That study found that elementary schools correspond to the rational bureaucratic image, whereas secondary schools are more loosely coupled systems. The study was limited by a small sample. In this paper the research was extended to a larger sample of schools and utilized a more extensive analytic approach. Again the finding was that high schools fall into organizational structures of the loose coupling type, and elementary schools tend to group into organizational structures of rational bureaucracies. There is evidence that it is easier to implement change in schools with relatively tight organizational structures. This suggests a basic dilemma for reform of high schools. Major reforms may require basic changes in structural arrangements, staffing, and service mix. Unless major changes are made, it seems unlikely that substantial reform will be accomplished. Included with the paper are tables and figures tabulating the data analyzed and five pages of references. (MD)

ED 245 339

EA 016 881

Poindexter, Candace

An Effective School: A Case Study.

Pub Date—18 Nov 83

Note—14p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, Administrator Role, Bilingual Education Programs, Creative Teaching, Elementary Education, Ghettoes, Individualized Instruction, \*Instructional Improvement, \*Minority Group Children, Poverty, \*Principals, School Administration, \*School Effectiveness, Slums, Team Teaching, \*Urban Education

An elementary school principal's successful attempts to improve her inner-city school are described in this case study, which includes a diagram representing her formula for better education. The principal, a charismatic, elderly woman, takes an aggressive role in improving the school environment and student nutrition, encouraging and monitoring the improvement of teachers' skills, increasing discipline, and communicating individually with students and teachers. Her tasks are made difficult by lack of parental support, crime, high transiency rate, and the economic disadvantages of her students. Most of her students are Black and Hispanic; for the Hispanics she helped write a grant that resulted in an exemplary bilingual program. This principal emphasizes listening, taking into account the needs of the whole child, consistency in discipline, developing a staff with unified goals,

team teaching, holding teachers accountable for the progress of their students, and developing independent thinking in the students. Her methods have been successful in raising performance scores and improving attitudes in the school and the community. (FWR)

ED 245 340

EA 016 882

Wilson, Bruce L. Firestone, William A.

Educators and External Assistance: Factors Influencing Breadth of Knowledge Sharing.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, Educational Research, Educational Theories, \*Education Service Centers, Improvement Programs, \*Information Centers, \*Research and Development Centers, \*Research Methodology, Resource Centers, Shared Services, Tables (Data)

Because of their proximity to local districts and state and local funding, regional educational service agencies (RESA's) and their staffs of linking or change agents are key tools in communicating new knowledge for educational improvement. This paper explores factors promoting knowledge sharing by distinguishing among knowledge bases (research, craft), purposes for use (technical, political, enlightenment), and ways knowledge is shared (informing, skill developing, implementing), and by discussing areas that may aid in understanding knowledge sharing's breadth: job characteristics, background, networking behavior, district characteristics, and RESA behavior. A knowledge exchange survey involving 23 RESA's and 345 district administrators reveals that use of RESA's varies markedly. Implications of findings are important for future research. A three-page bibliography is appended. (KS)

ED 245 341

EA 016 883

Chand, Krishan

Evaluation of Superintendents.

Pub Date—84

Note—17p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Evaluation, \*Board of Education Policy, Elementary Secondary Education, Job Analysis, Leadership, National Surveys, Occupational Information, State Legislation, \*Superintendents

Identifiers—Alaska

The feelings that superintendents have about the methods used by school boards to evaluate their effectiveness may influence their motivation, relationship with the board, and organizational success. National studies reveal that 46.9 percent of superintendents have positive feelings, 18.3 have negative feelings, and 34.8 percent have neutral feelings about the evaluation methods used. Nationally a positive statistical correlation is found between the feelings superintendents have about the evaluation methods used and 15 task variables. Similar statistical data were found in a study of Alaskan superintendents. A positive relationship was found between feelings the superintendents have about evaluation methods and 26 task variables. Personal-experiential variables appear to have no effect on feelings superintendents have about evaluation methods. An example of an evaluation form is provided with this report. (MD)

ED 245 342

EA 016 884

Reviews of National Policies for Education: Portugal.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12568-X

Pub Date—84

Note—109p.; Published in French under the title "Examens des Politiques Nationales D'Education."

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006-4582 (\$12.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrative Change, Compulsory Education, Decentralization, Education,



\*Educational Administration, \*Educational Change, Educational Development, Elementary Secondary Education, Foreign Countries, Higher Education, Preschool Education, Rural Schools, Urban Schools, Vocational Education  
 Identifiers—Organisation for Economic Cooperation Development, \*Portugal

A team of examiners from the Organisation for Economic Cooperation and Development (OECD) reviews Portugal's education system in a three-part report. Part One begins with the consequences of the 1974 revolution, Portugal's economic problems, its impending attachment to the European Economic Community, and rising public expectations about education. It continues with criticism of the Ministry of Education, which is overstaffed and has duplicate functions. The examiners propose reduction of branches and suggest the establishment of a national education advisory council and closer relations with other government agencies. A high priority for the compulsory school-level education (four primary and two preparatory grades) is improvement of standards in rural areas. Accepting the future extension of compulsory schooling from 6 to 9 years, the examiners counsel step-by-step reform of the school structure and curriculum. Education of 16-to-19 year olds is a problematic issue since upper-secondary schools are not providing adequate vocational courses. The examiners feel a solution is for Portugal to adopt a comprehensive education and training policy for that age group implemented jointly by the Ministries of Education and Labor. Part Two of the report includes a record of the review meeting between the OECD examiners and the Minister of Education and his delegates and addresses five areas of concern. The third part is a summary of the Ministry of Education's Background Report of the education system in Portugal. (MD)

ED 245 343 EA 016 886

Barker, Bruce O. Petersen, Paul D.  
**Fault Tree Analysis: An Operations Research Tool for Identifying and Reducing Undesired Events in Training.**

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (22nd, Atlanta, GA, April 23-26, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—Critical Path Method, Decision Making, Diagrams, Evaluation Methods, \*Management Information Systems, \*Methods, \*Models, \*Operations Research, Organizational Communication, Problem Solving, Research Tools, \*Search Strategies, \*Systems Analysis

This paper explores the fault-tree analysis approach to isolating failure modes within a system. Fault tree investigates potentially undesirable events and then looks for failures in sequence that would lead to their occurring. Relationships among these events are symbolized by AND or OR logic gates, AND used when single events must coexist to produce the more general event. Other fault-tree symbols represent input or output types or failure-oriented events, and are classified by their nature. The circle, for instance, points to a failure event in which further development is not required. In constructing the tree, decision-makers should develop each failure event so that cause and effect relationships can be identified, and thus recommendations leading to better communications or resource allocations made. (KS)

ED 245 344 EA 016 887

Sales, M. Vance Taylor, Joseph C.  
**The Arkansas School Superintendent—1983. Research Bulletin.**

Arkansas State Univ., State University. Coll. of Education.

Pub Date—Apr 84

Note—94p.; The questionnaire is marginally legible.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.  
 Descriptors—Elementary Secondary Education, Occupational Information, Occupational Surveys, \*Superintendents  
 Identifiers—Arkansas

The 267 Arkansas school superintendents who responded to a questionnaire mailed to them in 1982 provided the data for this study. Statistical information

on the superintendents includes the following: age, sex, and community background; professional experience; entry into public education; classroom teaching experience; age of entry into administration or supervision; nature of first administrative or supervisory position; positions held in education; noneducational posts; age of entry into the superintendency; length of service; position held prior to present appointment; enrollment patterns; salaries; mobility; and contract terms. Information relating to the superintendents' professional preparation includes professional degrees earned, time devoted to graduate study, major fields of study, cost incurred for graduate study, financial assistance, appraisal of graduate preparation, and major strengths of graduate studies in educational administration. Information is also provided on the superintendents' work schedule, issues and challenges, effectiveness enhancement, leadership image, membership in professional organizations, and future plans. Statistics are summarized in 66 tables. The original questionnaire is included in an appendix. (FWR)

ED 245 345 EA 016 888

Pope, Jean Gillian, Russ  
**The Four Day Week: An Alternative School Calendar.**

Jackson County Education Service District, Medford, Ore.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—May 84

Note—73p.; Prepared by Southern Oregon Research and Development Committee (SORD). Available from—Southern Oregon Research and Development Committee, Jackson Education Services District, 101 North Grape Street, Medford, OR 97501 (\$10.00 plus postage).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.  
 Descriptors—Academic Achievement, Community Support, Cost Effectiveness, Curriculum Design, Educational Finance, Elementary Secondary Education, \*Flexible Scheduling, \*Flexible Working Hours, \*Instructional Innovation, Program Implementation, Rural Schools, \*School Schedules, Small Schools, Student Attitudes, Time on Task  
 Identifiers—\*Four Day School Week

This booklet surveys the possibilities in instituting a 4-day school week, an approach which has gained favor in some small school districts. The history of the 4-day week and its characteristics are first described. Drawing on case studies of districts that have begun the 4-day schedule, the authors enumerate the steps in proposing and implementing a program and then point out the ancillary concerns (legal, organizational, instructional) that 4-day school weeks raise. The impact of such schedules on families, the community, and school staff are also analyzed, noting such evidence as community support and staff attitudes, and performance. Reports of student performance—attitudes, attendance, achievement—are considered. The topic of financial considerations includes the program's advantages and savings, as well as some fiscal cautions. Finally, a nationwide survey compiles information on some states' reasons for not using 4-day weeks, on the results of studies completed by other states, and on the reasons for implementing 4-day programs by states that have done so. (JW)

ED 245 346 EA 016 889

Moore, Denis W.  
**Impact of School Grade-Organization Patterns on Seventh and Eighth Grade Students in K-8 and Junior High Schools.**

Pub Date—27 Apr 84

Note—23p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Academic Achievement, Attendance, Comparative Analysis, Discipline, Elementary Secondary Education, \*Grade 7, \*Grade 8, \*Instructional Program Divisions, Junior High Schools, Outcomes of Education, Reading Achievement, Self Esteem, \*Student Attitudes, Student Evaluation of Teacher Performance

A comparison of seventh and eighth graders' behaviors and achievement in K-8 and junior high schools shows K-8 students performing more favorably in all areas. Students in nine K-8 schools and nine junior high schools in the City School District

of New York City were compared on reading achievement, attitude toward school, students' self-esteem, pupils' perceptions of teachers' control methods, and school attendance. Significant differences were found between the mean scores of K-8 and junior high students for all the five variables. The K-8 students scored significantly higher in reading, indicated a more positive attitude toward school, and reflected a stronger self-esteem than their peers in junior high. The K-8 students also perceived their teachers' pupil control methods to be more humanistic. Moreover, they were absent significantly fewer days than were junior high students. The school grade system, then, does affect cognitive and affective school outcomes. (Author/JW)

ED 245 347 EA 016 890

Quarantola, Bob  
**A Research Paper on Time on Task and the Extended School Day/Year and Their Relationship to Improving Student Achievement.**

Association of California School Administrators.

Pub Date—May 84

Note—11p.; Prepared by the Research, Evaluation, and Accreditation Committee.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Classroom Communication, Elementary Secondary Education, \*Extended School Day, \*Extended School Year, Learning Activities, Student Teacher Relationship, Study, \*Time Factors (Learning), Time on Task

A review of research on time on task and length of school day or year reveals that time is not the only variable significantly related to student achievement. Research indicates that increasing time in school will not automatically increase student achievement or raise standardized test scores. Other variables such as corrective and immediate feedback, attention to and transfer of prior learning, and active participation of the teacher with students are also important. Quality of time spent in the classroom, then, clearly bears a significant relationship to achievement. (JW)

ED 245 348 EA 016 891

Clay, Katherine  
**Attracting and Maintaining a Quality Teaching Staff: A Synthesis of Research.**

Association of California School Administrators.

Pub Date—May 84

Note—13p.; Prepared by the Research, Evaluation, and Accreditation Committee.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Educational Needs, Educational Quality, Educational Research, Elementary Secondary Education, Incentives, Job Satisfaction, Principals, \*Teacher Administrator Relationship, \*Teacher Attitudes, \*Teacher Motivation, Teacher Recruitment, Teaching Conditions

This report synthesizes research on attracting and maintaining quality teachers in a profession increasingly labeled mediocre, reviews pertinent literature, and suggests ways principals can motivate teachers, and makes recommendations for reducing current science and math shortages. Those entering the teaching profession are no longer drawn strictly from the ranks of women and minorities facing traditional career restraints. New teachers enter teaching for reasons ranging from personal growth potential to youth development opportunities. Ironically, competent students may avoid the profession because it lacks economic and prestige incentives. On the other hand, older teachers may remain for positive or negative reasons—often depending on the staff's quality—the best teachers citing intrinsic rewards that make teaching not a job but a calling. Research finds that only when such factors are diminished do extrinsic concerns like salary and working conditions become truly significant. If money is not the prime motivator of teacher excellence, principals can be, if they regard teachers as professionals, for example, and encourage creative instruction. Researchers generally agree on recommendations for professional improvement as a whole. Finally, math and science teacher shortages may at least partially be overcome if certain guidelines are addressed. (KS)

ED 245 349 EA 016 892

Chafe, Doug

**Grade Retention: Research, Policies, and Decision Making.**

Pub Date—May 84

Note—26p.; Prepared by the Research, Evaluation, and Accreditation Committee.

Pub Type—Reports - Evaluative (142) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, Dropouts, Elementary Secondary Education, \*Grade Retention, Low Achievement, \*Maturity (Individuals), Motivation, Negative Attitudes, \*School Holding Power, Scores, \*Self Concept, Social Adjustment, Social Behavior, Social Discrimination, Standardized Tests, \*Student Promotion, Test Norms, Underachievement

Identifiers—Lights Retention Scale

Reviewing research on grade retention, this paper describes tools and guidelines developed as an aid in retention decisions and examines actual promotion/retention policies and practices. Most research on academic and social effects of grade retention suffers from poor methodology, leaving the conclusions suspect and the results contradictory. The research designs are divided into three types: two are biased for or against retention, while the third type is the only effective design comparing the value of retention and promotion. Unfortunately, only three studies used this design type and all had additional problems. The review of research indicated that: (1) grade retention may be beneficial for a small number of students, but it does not seem to help most students; (2) the value of retention in improving academic achievement of low-achieving students depends on the criteria used; (3) retention does not harm self-concept; (4) repeating a school year is related to poor social adjustment and increased likelihood of dropping out; (5) retention does not appear to effectively motivate low-achieving students; and (6) primary grade students with good social/emotional adjustment who are low achievers benefit most from retention. Promotion/retention policies should be flexible and allow for individualized decisions. (MD)

ED 245 350 EA 016 893

Purkey, Stewart C. Smith, Marshall S.  
School Reform: The Policy Implications of the Effective Schools Literature.

Dingle Associates, Inc., Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-79-0035

Note—90p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research.

Pub Type—Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Board of Education Policy, \*Change Strategies, \*Educational Change, Educational Environment, \*Educational Planning, Elementary Secondary Education, Evaluation Methods, Government School Relationship, Organizational Development, Participative Decision Making, School Based Management, \*School Effectiveness

Based on recent school effectiveness literature, this paper suggests local policies to stimulate and facilitate school reform. After discussing the goals of the effective schools movement and briefly reviewing the literature, it presents a two-phase model for school improvement projects, based on the premise that a school's culture primarily determines its effectiveness. This model uses relatively simple organizational adjustments to stimulate more organic changes; participative decision-making is recommended to effect these changes. Accordingly, the authors propose that planning proceed from the school level upward, and they offer four general policy recommendations. Subsequent passages discuss the respective roles of the school and the district in a reform program; the applicability of school effectiveness research to secondary schools; the roles of teachers' unions and middle management and of the school board and the superintendent; individual school goals; evaluation methods; and staff development programs. The paper concludes with some observations on school improvement theory and on "institutionalizing" or "routinizing" reforms. (MCG)

ED 245 351 EA 016 895

Good, Thomas L. And Others

**Teaching Effectiveness: Research Findings and Policy Implications.**

Dingle Associates, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-79-0035

Note—41p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research.

Pub Type—Reports - Evaluative (142) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Classroom Environment, \*Educational Improvement, Educational Innovation, \*Educational Policy, Educational Practices, \*Educational Research, Elementary Secondary Education, Master Teachers, Merit Pay, Social Science Research, Student Teacher Relationship, Teacher Behavior, Teacher Education, \*Teacher Effectiveness, Teacher Evaluation

This paper summarizes current knowledge from research on teacher effectiveness and discusses the relationship between those findings and educational policy. Few teaching strategies have been studied in different types of environments, so validated knowledge on teacher effectiveness exists for only a few issues. Research findings discussed include: the amount of learning by pupils is related to exposure to content; teachers maximizing pupil learning allocate more classroom time to academic activities; learning is maximized when pupils move briskly through curriculum and experience consistent success; learning is greater where pupils are taught and supervised by teachers rather than working on their own; greater learning is associated with frequent presentation of materials and practice and application of what is learned; pupil morale and achievement are higher in relaxed, supportive classrooms; and teacher beliefs about students correlate with pupil achievement. The relationship between research on teaching and policy is complex and indirect—the authors define the differences between the cultures of research and policymaking and stress the importance of including teacher effectiveness research findings and concepts in teacher training. They discuss the value of self-study for teachers, the problems of teacher evaluation and merit pay, and areas needing future research, and conclude with a discussion on innovations and improvement. (MD)

ED 245 352 EA 016 896

Finn, Chester E., Jr.

**Toward Strategic Independence: Policy Considerations for Enhancing School Effectiveness.**

Dingle Associates, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-79-0035

Note—40p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research.

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Standards, \*Educational Change, Educational Innovation, Educational Trends, Elementary Secondary Education, Graduation Requirements, \*Local Norms, School District Autonomy, \*School Effectiveness, \*State Standards, Teacher Effectiveness, Teacher Qualifications, Tests

Identifiers—Collegiality

The central problem in educational improvement at the state and local level is the tension between school-level autonomy and systemwide uniformity; educational change is limited by three special conditions: (1) inertial autonomy, (2) essential uniformity of public schools, and (3) the fact that effective schools have characteristics that cannot be mandated. Concern for higher educational quality produces concern for standards. The risks involved in setting standards include inhibiting the most effective schools while ineffective schools continue to fail. Nine commandments presented as guidance for policymakers working to achieve stronger educational outcomes without crippling effective schools are: (1) recognize the school as the key organizational unit in public education; (2) establish standards emphasizing broad goals and desired outcomes; (3) encourage school differences except for core standards; (4) develop school leadership

with strong principals, and remove weak ones; (5) make selection and deployment of staff a school-level responsibility; (6) treat teachers as individuals who must function collegially; (7) give a good deal of budgetary authority to individual schools; (8) allow flexibility in teaching, learning, and internal organization at each school; and (9) regard school improvement as a dynamic and cyclical process taking place over a long period. (MD)

ED 245 353 EA 016 897

Wise, Arthur E. Darling-Hammond, Linda

**Beyond Standardization: State Standards and School Improvement.**

Dingle Associates, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-79-0035

Note—46p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research.

Pub Type—Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, \*Achievement Tests, Educational Facilities Improvement, Educational Improvement, \*Educational Legislation, \*Educational Policy, Elementary Secondary Education, Improvement Programs, Minimum Competency Testing, Politics of Education, Scores, \*State School District Relationship, \*State Standards, Student Evaluation, \*Teacher Attitudes, Teacher Certification, Teacher Motivation, Teaching Conditions, Testing, Testing Problems, Test Validity, Work Environment

This paper focuses on ways in which one state policy for improving education—standard-setting through testing mechanisms—affects the classroom teacher-learner relationship. That uniform policy-making is problematic is clear from observations of 43 Mid-Atlantic school district teachers. Responding to three types of standards, 45 percent found minimum competency testing objectionable because a single measure cannot allow for student, resource, and goal differences. Likewise, standardized testing for decision-making about students was typically viewed as curriculum narrowing. The strongest reaction stemmed from competency-based approaches to teaching and learning that require test-passing for each discrete skill before moving on. Teachers generally found it difficult to adapt standard policies to the disparate needs of students, though many recognized the usefulness of a common educational direction. The need for dual accountability to students and administration is a problem that could be partially rectified through ensuring competency among teachers. Nonetheless, teachers familiar with the competency-based teacher certification idea recently advanced by policy-makers again tended to oppose it: like teaching itself, learning to teach is a complex activity requiring behaviors varying from student to student, an attitude research confirms. Paper and pencil competency tests were also viewed skeptically; 60 percent of teachers opposed tests for recertification. In sum, policymakers must realize the collective impact of such policies since they may make teaching less attractive and thus work against themselves. (KS)

ED 245 354 EA 016 898

McDonnell, Lorraine M.

**Implementing School Improvement Strategies.**

Dingle Associates, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-79-0035

Note—40p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research.

Pub Type—Information Analyses (070) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cost Effectiveness, Decision Making, Educational Finance, \*Educational Improvement, \*Educational Innovation, Educational Planning, Educational Research, Elementary Secondary Education, Incentives, Information Networks, Inservice Education, Instructional Improvement, Linking Agents, Organizational Theories, Principals, Problem Solving, Productivity, Public Policy, Resource Allocation, \*Retrenchment, School Administration, \*School Effectiveness, Staff Development, Teacher Mo-

rale, Teachers, Teaching Methods

In the face of fiscal crisis, today's education reform measures must be both cost-efficient and classroom effective. Experience shows that successful measures incorporate lessons gained from the growth years of the 1970's. New teaching practices, for example, can be transferred from site to site; schools can use to their advantage past efforts of distant colleagues. At the same time, schools require the help of decentralized networks in implementing improvement proposals and maintaining normal operations during financially tight periods. Additionally, small incentive grants to schools and teachers can have an impact far exceeding their cost. Proper staff development is still another important reform category; substantial guidance is provided by past research on educational change. In sum, such activities are not meant to replace more comprehensive strategies, but they do represent an essential link in the educational reform chain. (KS)

ED 245 355

EA 016 899

Manasse, A. Lorr

**Improving Conditions for Principal Effectiveness: Policy Implications of Research on Effective Principals.**

Dingle Associates, Inc., Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83  
Contract—400-79-0035

Note—50p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research. Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, \*Administrative Policy, Administrator Selection, Change Strategies, Coping, Educational Objectives, Elementary Secondary Education, Leadership, \*Organizational Climate, \*Performance Factors, \*Principals, Professional Development, \*School Effectiveness

This paper reviews principal effectiveness research and suggests measures that might promote effective principalship. The first section discusses principals' behavior patterns and conditions bearing on their effectiveness. Topics examined include role ambiguity, goal setting behavior, leadership and initiative, management behaviors, instructional management, symbolic leadership, personal characteristics, leadership styles, and situational influences. The second section proposes that states and school districts facilitate principals' effectiveness by (1) giving principals a greater role in educational improvement programs; (2) selecting principals according to precise and explicit competencies while recognizing the symbolic importance of selection, using behavioral measures derived from such programs as internships and assessment centers, and matching principals to schools; (3) providing more relevant preservice and inservice training; and (4) improving school districts' organization and management by articulating districtwide goals while preserving school autonomy, and by developing comprehensive evaluation systems. Incentive programs are proposed as one means of supporting effective principals. (MCG)

ED 245 356

EA 016 900

Turnbull, Brenda J.

**Using Governance and Support Systems to Advance School Improvement.**

Dingle Associates, Inc., Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83  
Contract—400-79-0035

Note—41p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research. Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Environment, \*Educational Improvement, Elementary Secondary Education, Federal Aid, Federal Programs, \*Federal Regulation, Governance, Government Role, \*Government School Relationship, \*Public Agencies, \*School District Autonomy, \*School Support, State School District Relationship

This paper describes the complex environment of federal, state, and independent agencies within which school districts operate, and suggests how these agencies, with their demands and resources,

can contribute to school improvement when local decision-makers use them for this purpose. Features of these external governance and support systems are reflected in the school systems; one example cited is the parallel differentiation of spheres of authority in the regulatory and support agencies and of program domains within districts and schools (e.g., compensatory, vocational, and special education). Despite the complex and pervasive influence of these external forces, local decision-makers can work productively with outside agencies, requirements, and resources in the following ways: (1) develop strategies for what they wish to accomplish and how external systems can help; (2) match outside resources to the nature of the planned improvement and to the internal resources available; (3) make sure that external resources and demands result in advancing (or not impeding) school improvement; and (4) attend to advantages and disadvantages of segmenting school improvement efforts. As a postscript, state and federal options for reducing the disadvantages of program differentiation are discussed. (TE)

ED 245 357

EA 016 901

Berliner, David C.

**If Teachers Were Thought of as Executives—Implications for Teacher Preparation and Certification.**

Dingle Associates, Inc., Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83  
Contract—400-79-0035

Note—53p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research. Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communication Skills, Comparative Analysis, Decision Making, Elementary Secondary Education, Leadership, Management Development, Managerial Occupations, School Business Relationship, \*Supervisory Methods, Teacher Behavior, \*Teacher Characteristics, Teacher Qualifications, \*Teacher Responsibility, \*Teacher Role, \*Teaching (Occupation)

This exploration of an analogic conception of classrooms as workplaces and teachers as executives is divided into five parts. The origin of the author's interest in executive and management skills in teaching is described first. This is followed by analysis of the unfortunate history of the relationship between business management and education. Presented thereafter is a description of current conceptions of management and the role of executives in today's business world. The fourth and largest section presents a review of recent research on teaching, with an emphasis on the similarities between a teacher's role and that of an executive. The compatibility of a conception of the teacher as executive with both educational thought and contemporary cognitive psychology is noted. The last section presents implications of this kind of analysis for the training and supervision of teachers. Despite the obvious dangers, it is concluded that the teaching profession could be enhanced by a serious examination of the conception of teachers as executives. (Author/TE)

ED 245 358

EA 016 902

Fullan, Michael

**Change Processes and Strategies at the Local Level.**

Dingle Associates, Inc., Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83  
Contract—400-79-0035

Note—69p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research. Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, \*Adoption (Ideas), \*Change Strategies, \*Educational Change, \*Educational Innovation, Elementary Secondary Education, Information Utilization, Reading Instruction, Research Utilization, \*School Effectiveness, School Policy, Staff Development

Change processes at the school building level are considered in order to formulate a number of locally based strategies, derived from research, for significant

cantly improving schools and classrooms. Part I of the three-part analysis examines, through illustration, what is known about successful change processes at the school and classroom levels. Four particularly revealing studies are reviewed: (1) Huberman's case study of the ECRI reading program, (2) Stallings's program on improving the teaching of reading in secondary school classrooms, (3) Showers' work on the transfer of training, and (4) Little's research on school norms and school success. Part II is a discussion of limitations in our knowledge of how to bring about change and of the limits in moving from knowledge to strategies for implementation. Part III considers strategies and ideas that might be employed by local personnel in accomplishing school-level improvements: (1) developing a plan, (2) clarifying and developing the role of central staff, (3) selecting innovations at schools, (4) clarifying and developing the role of principals, (5) stressing staff development and technical assistance, (6) ensuring information gathering and use, (7) planning for continuation and spread, and (8) reviewing capacity for future change. (TE)

ED 245 359

EA 016 903

Cuban, Larry

**Transforming the Frog into the Prince: Effective Schools Research, Policy, and Practice at the District Level.**

Dingle Associates, Inc., Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83  
Contract—400-79-0035

Note—49p.; Paper prepared for the National Institute of Education Conference on State and Local Policy Implications of Effective School Research. Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Role, Adoption (Ideas), \*Board of Education Policy, Budgeting, Decision Making, Educational Quality, Elementary Secondary Education, Instructional Improvement, Personnel Management, Personnel Policy, \*Policy Formation, Program Implementation, \*Research Utilization, \*School Effectiveness

Despite consensus on the administrative reforms needed in school effectiveness programs, policy problems are raised when administrators and school boards want to translate research findings on school improvement into practical terms. Although school systems are now using a number of organizational tools that lift standardized test scores (for instance, broad instructional goals are being clarified and classroom teaching matched to goals), schools are not finding effectiveness programs cost-free as implementation expenses and continuing programs impose substantial costs. Issues of hiring, training, evaluating, and increasing staff awareness capture the personnel policy tasks. Districts must choose administrative fiat or school-generated initiatives to implement new strategies. Boards must, in any case, consider the issues of requiring compliance with policy, the shape of inservice training, and the incentives and sanctions available to administrators. Although research stresses the role of administrators as instructional leaders, their leadership roles must be clarified for each district's situation. Boards and administrators must also be aware that pushes for effectiveness may have unanticipated consequences: in increased curriculum uniformity, narrowing of school focus, and staff conflicts. (JW)

ED 245 360

EA 016 904

Krajewski, Robert J. McCumsey, Norman L.

**How to Help Beginning Teachers.**

Pub Date—Aug 84  
Note—8p.

Available from—Publications, National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$5.50; quantity discounts; payment must accompany order). Journal Cit—Streamlined Seminar; v2 n6 Aug 1984 Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Teachers, Elementary Secondary Education, \*Principals, \*Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Morale, \*Teacher Orientation

A principal can provide support for beginning teachers by gaining specific knowledge of each teacher's curriculum, by developing rapport, and by encouraging teachers in seven key areas. Rapport is built with friendly, solicitous behavior and a lot of



listening; it can be destroyed by too much criticism, insensitivity, and aloofness. A principal must model rapport-building behaviors, which include both verbal and nonverbal emotional cues. The seven touchstones for beginning teachers include knowing and accepting self, building self-confidence, developing positive attitudes, planning, involving students, identifying students' levels, and knowing colleagues. Support is the critical factor that a principal must supply for a successful school year. (FWR)

**ED 245 361** EA 016 905  
A Report to the Idaho State Board of Education  
from the Commission on Excellence in Education.

Idaho State Dept. of Education, Boise.  
Pub Date—Aug 82

Note—25p.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Board of Education Role, \*Educational Improvement, \*Educational Quality, Elementary Secondary Education, Higher Education, Improvement Programs

Identifiers—Excellence in Education, \*Idaho  
Because an excellent education depends on a balanced program of academics and activities, the Idaho Commission on Excellence recommends changes in 17 areas, including proficiency tests for all sixth and eighth graders and core course requirements for high school graduation. Administrators should complete 6 hours of graduate work every 5 years, and state board entrance requirements for four-year colleges should replace present open admission policies. All districts should maintain special education programs for both gifted and handicapped, as well as expand vocational offerings. Additionally, state curriculum guides should be used for developing local guides ensuring comprehensive and uniform education for all students. A series of appendices cover research findings, academic competencies, revised graduation requirements, and an after-graduation flow chart and national survey. (KS)

**ED 245 362** EA 016 910  
Thompson, Barbara

State of Wisconsin Title I ESEA Evaluation Report, FY 1981-82. Bulletin No. 4395.  
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.  
Report No.—WSDPI-Bull-4395  
Pub Date—84

Note—99p.; Portions of appendices may not reproduce due to small, blurred print.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Gains, \*Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Evaluation Methods, Federal Aid, \*Participation, \*Program Effectiveness, \*Resource Allocation, \*State Federal Aid

Identifiers—\*Elementary Secondary Education Act Title I, \*Wisconsin

This report provides financial, demographic, personnel, and performance information on Wisconsin's Title I program, designed to assist some educationally disadvantaged students. This information is presented in descriptive summaries, tables, and graphs for fiscal year 1981-82, with some comparisons fiscal year 1981-82, with some comparisons between 1981-82 and other years. Chapter I summarizes the report's findings. Chapter II outlines the program's objectives, major activities, and funding. Chapter III describes the following aspects of the program: (1) procedures for identifying eligible schools and students; (2) instructional and support services provided, groups of students served, and academic subjects emphasized; (3) program staff; (4) opportunities for parental involvement; and (5) racial and ethnic profiles of the population served. Finally, chapter IV reports the effects of the program. Following a summary of evaluation and reporting methods, student achievement gains in reading, language arts, and mathematics are reported using Normal Curve Equivalents. Three appendices contain a Title I application form, an annual evaluation form, and an achievement data worksheet. (MCG)

**ED 245 363** EA 016 911  
Davis, I. Lorraine, Comp.

Child Sexual Assault and Abuse: Guidelines for Schools. Bulletin No. 4360.  
Wisconsin State Dept. of Public Instruction, Madison.

son. Div. for Handicapped Children.

Report No.—WSDPI-Bull-4360

Pub Date—May 84

Note—47p.; Portions of text may reproduce poorly due to small print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Abuse, Community Resources, Cooperation, Elementary Secondary Education, Guidelines, Information Networks, \*Legal Responsibility, School Community Relationship, School Personnel, \*Sexual Abuse, Teamwork, Victims of Crime

Identifiers—Wisconsin

Sexual abuse of children within the school environment is far more pervasive than educators realize, with studies estimating up to 500,000 annual occurrences. The Wisconsin Child Sexual Assault and Abuse Guidelines should help school staff develop policy, set up cooperative interventions with community resources, and become familiar with abuse laws and with resources for training personnel. Section I notes Wisconsin's law mandating educator participation in abuse detection, stresses the role of professional ethics, and offers 13 policy suggestions. The second section defines abuse and outlines procedures for its handling on school premises for two age groups, abuse beyond premises, and abuse by school staff. Section 3 lists local, state and regional, and national resources and describes services of already established community abuse teams. Appendixes A through I include statutes, abuse indicators, interviewing techniques, curricula, prevention programs, training resources, abuse bibliography, films, and Wisconsin districts with prevention projects. (KS)

**ED 245 364** EA 016 912  
Semi-Annual Report to Congress: October 1, 1983-March 31, 1984, No. 8.

Office of Inspector General (ED), Washington, DC.  
Pub Date—84

Note—47p.; For related document, see ED 238 183.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Compliance (Legal), Educational Finance, Elementary Secondary Education, \*Eligibility, \*Federal Aid, Federal Government, Federal Legislation, \*Federal Programs, \*Federal Regulation, Fines (Penalties), Government School Relationship, Investigations, Law Enforcement

Identifiers—Department of Education, \*Office of Inspector General

This eighth semi-annual report issued by the United States Department of Education's Office of Inspector General (OIG) summarizes the activities and accomplishments of that office during a 6-month period ending March 31, 1984. A condensation of audits of Department of Education programs presents statistics on OIG activities and the allocation of audit resources, as well as highlights of significant audits including those recommending recovery of misspent federal funds. Investigation activities are noted, as well, including highlights of cases presented and an update of previously reported investigation. Descriptions of steps taken by the OIG to improve the management of the Department of Education itself cover internal control reviews, reviews of manually processed loan payments and migrant program funding, and the review of legislation and regulations affecting the economy of the department. Appendixes include a list of audits for the 6-month period covered in the report. (JW)

**ED 245 365** EA 016 913  
Integrated Systems for Education Information: A Business Plan for Managing North Carolina's Public School System. Management Summary Report.

Pub Date—Mar 84

Note—69p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Organization, \*Educational Administration, Efficiency, Elementary Secondary Education, Instrumentation, \*Management Information Systems, Money Management, Personnel Management, Program Administration, \*State Programs, Student Records, \*Systems Development

Identifiers—North Carolina State Department Public Education

This report describes the North Carolina Department of Education's 5-year plan for establishing a statewide management information system. The system is intended to improve fiscal management, personnel administration, and administrative operations, and to ensure efficient resource use. Initial sections present highlights of the plan; background information and a summary of objectives and scope; technical and organizational deficiencies the plan should remedy; and specific types of information needed by the department, by school districts and schools, and by external agencies. The report then describes strategies for executing the plan—supplementing existing hardware, changing some management practices, and ensuring data security—and summarizes the plan's component projects. Finally, the next two sections describe, first, the plan's schedule, development procedures, and estimated costs; and second, measures needed to ensure the plan's success. Appendixes contain (1) a membership list for the committee that produced this report; (2) cost and effort schedules; (3) descriptions of 18 specific projects, with a diagram showing their relationships; (4) a summary of the approach used to estimate efforts and costs; and (5) a list of proposed hardware and communications links. (MCG)

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**ED 245 366** EA 016 915  
Woodring, Paul

The Persistent Problems of Education.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-428-6

Pub Date—83

Note—131p.; Monograph sponsored by the University of Southern California Chapter of Phi Delta Kappa.

Available from—Phi Delta Kappa, 8th & Union, P.O. Box 789, Bloomington, IN 47402 (\$5; \$4 members).

Pub Type—Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Academic Education, \*Cultural Pluralism, Educational Change, \*Educational Philosophy, Education Work Relationship, Elementary Secondary Education, General Education, Higher Education, Individual Differences, Liberal Arts, Policy, \*Policy Formation, Religious Factors, Social Differences, Teacher Education, Teacher Education Programs, Values Education, Vocational Education

Because discussions of educational problems seem to be retracing the same paths and problems, there is need to identify and define the enduring controversies in education and explore reasons for their currency. These issues are discussed in a historical context. The questions of what sort of education is of most worth and what subjects should be basic are issues of priorities: Who should determine educational goals and on what bases? As liberal and vocational education vie for dominance, so foreign languages and geography may lay claim to being essential studies. The issues of school prayer, evolution, humanistic values, and sex education raise the question of whose values are to be taught in the schools of a pluralistic society; and in dealing with problems unique to schools, how shall we deal with individual differences among students and cultures? How shall teachers be selected, educated, and rewarded? These problems may persist in American education for a variety of reasons—the unsystematic system of education, diversity of beliefs and expectations, or public misinformation, to name a few. But a balanced view of educational goals may come through the examples of experienced teachers. (JW)

**ED 245 367** EA 016 916  
Duckett, Willard R., Ed.

Teacher Evaluation: Gathering and Using Data.

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.

Report No.—ISBN-0-87367-513-4

Pub Date—83

Note—85p.; Papers presented at NSPER:81 sessions (Des Moines, IA; Knoxville, TN; Albuquerque, NM).

Available from—Phi Delta Kappa, 8th & Union, P.O. Box 789, Bloomington, IN 47402 (\$5; \$4 members).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Evaluation Needs, \*Evaluation Utilization, Faculty Evaluation, Management Information Systems,

Teacher Administrator Relationship, Teacher Effectiveness, \*Teacher Evaluation, Teacher Improvement

These three conference presentations on teacher evaluation cover gathering and using evaluation information. Robert D. Brown emphasizes the communication and trust necessary to maintaining a good working relationship during and after evaluations. Basic strategies of data gathering and reporting are covered, as well. Using a management information perspective, Lloyd A. DuVall focuses on deciding what information to include, building an evaluation framework with that information, reporting evaluations legally, and using information gathered for management decisions and improvement of instruction. Anton J. Netusil divides the utilization of information from teacher evaluations into 24 exhibits, which are condensations of the essential elements of evaluations, which include purposes of evaluation, characteristics of effective teachers and schools, management styles, and characteristics of a well-organized teacher. (JW)

ED 245 368 EA 016 917

Parent Involvement in Education Project (PIEP): Annual Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Dec 83

Contract—400-83-0007

Note—281p.; For Executive Summary, see EA 016 918. For related document, see ED 225 681.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Administrator Attitudes, Community Cooperation, Elementary Education, Inservice Education, \*Parent Influence, \*Parent Participation, \*Parent School Relationship, \*Parent Teacher Cooperation, Participative Decision Making, Tables (Data)

This survey is the fifth in a series conducted to gather information about attitudinal barriers to parent involvement and to examine their implications for teacher training. In six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas), school superintendents, school board presidents, and state agency officials were asked about their attitudes toward parent involvement and the extent of parent activities in their schools. Respondents indicated positive feelings about having parents involved in traditional roles which support schools, but were less favorable toward having parents in co-learner roles, and negative toward parents being involved as partners in making school decisions. These views corresponded to data collected from teachers, principals, and teacher educators, but contrasted with responses of parents, who reported interest in being involved in decisions even though opportunities were almost non-existent. The report includes responses of three groups of policymakers, and, with the information collected in previous surveys, has been used to describe current attitudes and practices and to make recommendations about training teachers to work with parents. (Author/KS)

ED 245 369 EA 016 918

Stallworth, John T. Williams, David L., Jr.

A Survey of School Administrators and Policy Makers: Executive Summary of the Final Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-83-0007

Note—22p.; For full Annual Report for the Parent Involvement in Education Project, see EA 016 917.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Community Cooperation, Elementary Education, Inservice Education, \*Parent Influence, \*Parent Participation, \*Parent School Relationship, \*Parent Teacher Cooperation, Participative Decision Making, Tables (Data)

Although parental involvement can be important for improving schools, very few parents are involved. This paper explores attitudinal barriers to such involvement from the perspectives of 1,200 superintendents, 664 school board presidents, and 30 state agency officials in six states (Arkansas,

Louisiana, Mississippi, New Mexico, Oklahoma, and Texas), compares results with surveys of teacher educators, parents, principals, and teachers; and synthesizes findings into recommendations for developing training guidelines for teacher-parent cooperation. Subjects were given six-part questionnaires, dealing with items ranging from agreement or disagreement with statements about parent involvement to policy involvement statements and demographic items. Results suggest administrators' and board presidents' responses are very similar to those of teachers and principals. The former support the general idea of parental involvement, indicate moderately strong support for involving parents in traditional school roles, but have considerably less support for power-sharing roles. Results also stress the wide variance in involvement interpretation. Eight recommendations for training elementary teachers and three for improving parent involvement conclude the report. (KS)

ED 245 370 EA 016 919

Smith, Nick L. Evaluation Units in State Departments of Education: A Five-Year Update. Paper and Report Series No. 96.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-80-0105

Note—18p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary Secondary Education, \*Evaluators, \*Organizational Change, Organizational Effectiveness, \*Program Evaluation, \*State Departments of Education, State School District Relationship

Based on similar studies conducted in 1978 and 1983, this paper provides information on changes in state department of education (SEA) evaluation units over a 5-year period and an update on current conditions. In brief, there appears to have been substantial reductions in the size of SEA evaluation unit staffs. While the majority of studies continue to be conducted inhouse rather than contracted out to external consultants, far fewer evaluations are being performed. Although the variability across units in terms of size of staff and number of evaluations conducted seems to be decreasing, the individual units still respond to a diverse set of multiple responsibilities, from consultation to evaluation monitoring to policy analysis. These units would like assistance in providing better services through improved database maintenance, study design, and problem formation. In addition, they continue to cope with the perennial problems of insufficient funds and lack of trained staff. (Author)

ED 245 371 EA 016 920

Beckham, Joseph, Ed. Zirkel, Perry A., Ed. Legal Issues in Public School Employment.

Phi Delta Kappa, Bloomington, Ind.

Report No.—ISBN-0-87367-789-7

Pub Date—83

Note—207p.; For individual chapters, see EA 016 921-929.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Collective Bargaining, Constitutional Law, \*Court Litigation, Court Role, Due Process, Elementary Secondary Education, \*Employer Employee Relationship, Equal Opportunities (Jobs), Equal Protection, Labor Legislation, \*Labor Relations, \*Legal Problems, \*Legal Responsibility, Personnel Policy, Reduction in Force, Social Discrimination, State Legislation, Teacher Dismissal, Teacher Evaluation, \*Teacher Rights Identifiers—First Amendment, Fourteenth Amendment

The relationship between public schools and their employees is one of the most frequently litigated aspects of American education. Accordingly, the chapters in this text present a comprehensive and current report of legal issues in public school employment. Chapter titles and authors are as follows: (1) "Critical Elements of the Employment Relationship," by Joseph Beckham; (2) "Discrimination in Employment," by Martha M. McCarthy; (3) "Substantive Constitutional Rights: The First Amendment and Privacy," by Arval A. Morris; (4) "Procedural Due Process," by Nelda H. Cam-

bron-McCabe; (5) "Collective Bargaining Issues in Public School Employment," by High D. Jascourt; (6) "Documentation of Employee Performance," by Kelly Frels and Timothy Cooper; (7) "State Regulation of Educator Evaluation," by Laura Means Pope; (8) "Good Cause Basis for Dismissal of Education Employees," by W. Lance Landauer, John H. Spangler, and Benjamin F. Van Horn, Jr.; and "The Law on Reduction in Force: An Overview and Update," by Perry A. Zirkel. A legal glossary and index are included. (TE)

ED 245 372 EA 016 921

Beckham, Joseph

Critical Elements of the Employment Relationship.

Pub Date—83

Note—22p.; Chapter 1 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, \*Contracts, Court Litigation, Elementary Secondary Education, \*Employer Employee Relationship, Employment Practices, \*Labor Legislation, \*Legal Responsibility, \*School Law, State Legislation, Teacher Certification, Teacher Employment, Teacher Qualifications, Tenure

The employment relationship in public schools is governed by constitutional mandates, federal and state statutes, administrative regulations, and contractual obligations. This chapter discusses fundamental aspects of the employment relationship that are influenced by legal principles derived from state law, local district policy and practice, and the unique terms of a particular employment contract. The first part covers employment qualifications of faculty and staff. Issues discussed include loyalty oaths, competitive examinations, professional growth requirements, residency requirements, and certification. The second part discusses the contract of employment, including its relationship to state statutes, board policies and regulatory provisions, and noncontractual duties. The third part defines tenure and covers variables such as probationary periods, tenure eligibility for other school employees, acquisition of tenure by default or acquiescence, and waiver of tenure rights. The final section covers adverse employment decisions such as suspension, transfer, and demotion. A summary follows, defining the school board's scope of authority in terms of the relation between the rule or policy to be implemented and the legally defined mission of the school. (TE)

ED 245 373 EA 016 922

McCarthy, Martha M.

Discrimination in Employment.

Pub Date—83

Note—34p.; Chapter 2 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affirmative Action, Age Discrimination, \*Civil Rights Legislation, \*Court Litigation, Elementary Secondary Education, Employment Practices, \*Equal Opportunities (Jobs), \*Equal Protection, Handicap Discrimination, \*Legal Problems, Racial Discrimination, Sex Discrimination, Sex Fairness

Identifiers—Civil Rights Act 1964 Title VII, Equal Pay Act 1963, Title IX Education Amendments 1972

An overview is presented of litigation in which courts have interpreted educational employees' rights to nondiscriminatory treatment and employers' obligations to ensure equal employment opportunities. Because of the range, volume, and complexity of the litigation in this area, the intent is to identify applicable legal principles rather than to present a comprehensive analysis of all recent cases. The first part covers protections against racial discrimination in hiring, promotion, and job assignment based on Title VII of the Civil Rights Act of 1964. Issues arising from affirmative action and reverse discrimination are also discussed. The second part discusses sex discrimination suits pertaining to conditions of employment, pregnancy-related policies, discrepancies in compensation, unequal retirement benefits, and sexual harassment. Remaining sections discuss claims of discrimination based on national origin, religious discrimination, handicap discrimination, and age discrimination. At the conclusion, guidelines for avoiding discrimination suits

are provided by means of 10 questions which, if they can be answered affirmatively, will improve a school board's chances of avoiding legal liability in its employment policies and practices. (TE)

**ED 245 374** EA 016 923

Morris, Arnel A.  
Substantive Constitutional Rights: The First Amendment and Privacy.

Pub Date—83

Note—24p.; Chapter 3 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Freedom, \*Constitutional Law, Elementary Secondary Education, Employer Employee Relationship, \*Freedom of Speech, Intellectual Freedom, Legal Problems, \*Legal Responsibility, Privacy, \*School Law, Teacher Administrator Relationship, \*Teacher Rights

Identifiers—First Amendment, Fourteenth Amendment, Pickering v Board of Education

The focus of this chapter is on the substantive constitutional protections of the public school employment relationship guaranteed by the First Amendment, particularly freedom of speech, and by the Fourteenth Amendment's right to privacy. Included are burden-of-proof standards required for establishing a prima facie case of denial of these constitutional rights and also the requirements an employer must meet when seeking to rebut the evidence submitted in the case. The first section covers First Amendment rights of teachers, including a teacher's freedom to speak out, freedom to associate, academic freedom, right to be politically active, and freedom of religion as these are balanced against the state's interest in effective education. The second section reviews cases concerning teachers' constitutional rights to privacy when school administrators and local boards attempt to control teachers' activities outside the classroom and off the school campus. The final section provides guidance on burden of proof in First Amendment and privacy cases. The conclusion provides nine generalizations, based on case law, with respect to the foregoing constitutional issues. (TE)

**ED 245 375** EA 016 924

Cambren-McCabe, Nelda H.

Procedural Due Process.

Pub Date—83

Note—21p.; Chapter 4 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Constitutional Law, Court Litigation, \*Due Process, Elementary Secondary Education, Legal Problems, \*Legal Responsibility, Personnel Policy, Teacher Administrator Relationship, \*Teacher Dismissal, \*Teacher Rights, Tenure

Identifiers—Fourteenth Amendment

A central issue in litigation arising from adverse employment decisions affecting school personnel is the adequacy of due process procedures. Due process is required only if a teacher is able to establish a protected property or liberty interest. The first section of this chapter accordingly discusses the circumstances under which due process is required. The procedural rights that must be provided the tenured teacher and the nontenured teacher are distinguished, with specific attention to conditions that give rise to a nontenured teacher acquiring a protected liberty or property interest in employment and thereby establishing a claim to due process. The second section discusses the requirements of procedural due process and associated concerns, including notice of charges, timelines, adequate notice of hearing, impartiality of the school board, evidence, findings and decisions, and post-termination hearings. Remedies available to teachers for violation of due process rights are next discussed. These include compensatory and punitive damages, reinstatement, and attorney's fees. Finally, 10 general guidelines are proposed for developing teacher termination policies in line with due process requirements. (TE)

**ED 245 376** EA 016 925

Jacourt, Hugh D.

Collective Bargaining Issues in Public School Employment.

Pub Date—83

Note—24p.; Chapter 5 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Arbitration, \*Collective Bargaining, Compliance (Legal), Constitutional Law, Court Litigation, \*Employer Employee Relationship, Grievance Procedures, Labor Demands, \*Labor Legislation, \*Labor Relations, \*Legal Responsibility, Negotiation Agreements, Negotiation Impasses, Scope of Bargaining, Strikes, Teacher Rights, \*Unions

Despite differences among state laws authorizing collective bargaining, and despite the variety of administrative and legal structures that enforce collective bargaining rights and obligations, a considerable degree of consensus has evolved throughout the states. Accordingly, this chapter highlights the major features of the law with respect to collective bargaining among public school employees as it has evolved to this point, identifies trends, and speculates on future issues. The first part reviews constitutional issues applicable to labor relations, including rights to organize under the First Amendment, exclusive representation and freedom of speech, waiver rights of unions, and compliance with labor laws by the public sector. Subsequent sections discuss cases pertaining to the authority of state or municipal jurisdictions to bargain with employee representatives in the absence of a statute, recognition of unions and representation questions, rights and obligations of the exclusive bargaining representative, scope of bargaining, grievance procedure, effect of the legislative process on contract funding, negotiations impasse, strikes, and "sunshine" or open meeting laws. (TE)

**ED 245 377** EA 016 926

Frels, Kelly Cooper, Timothy

Documentation of Employee Performance.

Pub Date—83

Note—17p.; Chapter 6 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accountability, Administrator Responsibility, \*Documentation, Due Process, Elementary Secondary Education, Evaluation Methods, Informal Assessment, \*Legal Responsibility, Teacher Administrator Relationship, \*Teacher Dismissal, \*Teacher Evaluation, Teacher Rights, Teacher Supervision

Although the main purpose of a school district's evaluation system is to improve employees' performance, the evaluation procedures and the supporting documentation must also serve as evidence in the termination hearings of an unsatisfactory employee. Accordingly, this chapter provides practical advice to school administrators concerning documentation generated in the evaluation process that can be used, if necessary, to support a recommendation for dismissal. Five types of written memoranda are described, with examples of each: (1) memoranda to the administrator's files (used for minor infractions or deviations by the employee); (2) specific incident memoranda (used to record conferences with a teacher concerning more significant events); (3) summary memoranda (used to record conferences with a teacher in which a series of incidents, problems, or deficiencies are discussed); (4) visitation memoranda (used for observing on-the-job performance); and (5) formal assessment instruments (used to evaluate overall performance). The latter part of the chapter discusses factors to consider in termination proceedings, including timely notification, opportunity for remediation, and drawing up a recommendation for termination. The advice is summarized in three steps: (1) develop a sound evaluation system, (2) provide administrative inservice on evaluation policies and the proposed documentation system, and (3) apply in a way that preserves the personal dignity of the employees. (TE)

**ED 245 378** EA 016 927

Pope, Laura Means

State Regulation of Educator Evaluation.

Pub Date—83

Note—18p.; Chapter 7 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Responsibility, Board of Education Policy, \*Compliance (Legal), \*Court Role, Elementary Secondary Education,

Evaluation Criteria, Hearings, \*Legal Responsibility, State Legislation, \*State School District Relationship, \*State Standards, Teacher Dismissal, \*Teacher Evaluation, Teacher Supervision

This chapter examines the legal issues involved in state evaluation statutes as interpreted by the judiciary. The nature and purpose of state statutes governing evaluation are described, followed by a discussion of how these statutes relate to tenure laws, administrative regulations, board policy, and collective bargaining agreements. Next, statutory due process is defined, and the consequences for a school board of failure to provide due process are delineated. The rest of the chapter describes the court's role in public employment disputes, outlining the scope of judicial review and standards of compliance. Issues subject to judicial review include the significance of evaluation criteria, evaluator qualifications, the effect of political pressure on dismissal decisions, evaluator performance, administration of evaluations, remediality of employees behavior, and methods of evaluation. The chapter concludes with recommendations for the administration of evaluations in order to improve teaching and supervision and, if necessary, to substantiate demotion and dismissal decisions. (TE)

**ED 245 379** EA 016 928

Landauer, W. Lance And Others

Good Cause Basis for Dismissal of Education Employees.

Pub Date—83

Note—18p.; Chapter 8 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Court Litigation, Elementary Secondary Education, \*Legal Problems, Moral Issues, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Behavior, \*Teacher Discipline, \*Teacher Dismissal, Teacher Rights

The most frequently cited causes for teacher dismissal are immorality, incompetence, and insubordination. The discussion in this chapter concerning these three causes encompasses the general judicial principles found in teacher dismissal cases. The discussion of dismissal for immorality focuses on three controversial areas of litigation: sexual misconduct with students, sexual misconduct with nonstudents, and teacher profanity in the classroom. A major consideration for the judiciary in allegations of immoral conduct is proof of a nexus between the conduct in question and fitness to teach. In dismissing a tenured employee for incompetence, school boards should apply the following evidentiary guidelines: (1) a comparative standard of performance, (2) substantial evidence to justify incompetence, (3) a documented pattern of incompetent behavior, (4) a determination that behavior is irredeemable, (5) a reasonable period for remediation, and (6) evidence that employee's conduct has an adverse effect on the operation of the school. In cases of dismissal for insubordination, school boards are generally required to demonstrate the presence of a persistent willful violation of a reasonable rule or order from a proper authority. Substantial evidence must support such a charge, and the action must be based on a legitimate school concern. (TE)

**ED 245 380** EA 016 929

Zirkel, Perry A.

The Law on Reduction in Force: An Overview and Update.

Pub Date—83

Note—26p.; Chapter 9 of: Legal Issues in Public School Employment (EA 016 920).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Affirmative Action, \*Court Litigation, Due Process, Elementary Secondary Education, \*Legal Responsibility, Negotiation Agreements, Personnel Policy, \*Reduction in Force, Seniority, \*State Legislation, Teacher Dismissal, \*Teacher Rights, Tenure

This chapter provides an overview of legislation and litigation relating to reduction in force (RIF) with a focus on cases decided since 1980. State statutes continue to be the primary source of the law concerning RIF, so a table is provided for these statutes and their various provisions. These statutes include the dismissal-type, and the less numerous layoff-type, with provisions for recall or restoration. The most common statutory reasons for RIF are



enrollment decline, followed by fiscal or budgetary constraints, reorganization or consolidation of school districts, reduction in the number of teaching positions, curricular changes, and the catchall provision, "other good or just cause." Nonstatutory reasons for RIF may be included in collective bargaining agreements. Courts have made clear, however, that they will not tolerate school boards' use of RIF as a fictitious pretext for discharging a teacher on other grounds. Once a bona fide reason for RIF is established, the next decision is the proper order of RIF. Criteria in various statutes include tenure status, seniority, and other formulae such as seniority-plus-merit. Limits on these criteria include realignment clauses, sex balance, and affirmative action. Other issues discussed include due process requirements for RIF and recall rights. The chapter concludes with nine summary generalizations about the legal status of RIF. (TE)

ED 245 381 EA 016 930

Eberts, Randall W. Stone, Joe A.

**The Effects of Teacher Collective Bargaining on Student Outcomes. Final Report.**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Note—78p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Collective Bargaining, Elementary Education, \*Outcomes of Education, School Effectiveness, School Policy, Student Characteristics, Tables (Data), \*Unions

This study developed a systematic approach for examining effects of policy decisions on student outcomes and assessed collective bargaining's impact on public school effectiveness and cost. Teacher unions' influence was gauged by modelling the educational process and examining responses of teachers, students, and administrators to the education and bargaining environment. Data from over 200 districts indicate that unions alter the way schools are run. Unionized teachers teach smaller classes, rely more on traditional instruction, and spend slightly less time in instruction, but more time preparing. Nonetheless, the overall quality of education as measured by scores on standardized tests is about the same in union and nonunion districts. Bargaining does appear to reduce achievement gains slightly for atypical students because specialized instructors or modes of instruction are more common in nonunion districts. Bargaining also increases the cost of providing a given quantity and quality of education by about 15 percent. (Author/KS)

ED 245 382 EA 016 931

Eberts, Randall W. And Others

**The Effect of School Size on Student Outcomes. Final Report.**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrative Organization, Elementary Secondary Education, Leadership Qualities, Principals, \*School Effectiveness, \*School Size, Small Schools, \*Student Characteristics, Student Teacher Ratio, Tables (Data), \*Teacher Characteristics, Teacher Distribution

This research gauged the impact of school size on student achievement by modelling the educational process and then examining the influence of size on that process. Using data for students and teachers from over 300 districts nationwide, the analysis identified factors that differ significantly between smaller and larger schools. There are fewer differences among student and community background characteristics than among factors over which policymakers have greater control—teacher and principal characteristics, school climate, and types of school personnel per student. The effect of these differences on student achievement is not large going from a small school to a moderately sized school, but very substantial going from moderate-size to large schools; in the latter case the difference is more than a quarter of the average gain in annual student achievement. This negative association between large schools and student achievement

calls for additional investigation, especially since some large school characteristics are susceptible to policy or administrative manipulation. (Author/KS)

ED 245 383 EA 016 932

Charters, W. W., Jr. And Others

**Feasibility Studies of Teacher Core Job Characteristics. Final Report.**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Note—90p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Item Analysis, \*Job Analysis, Job Enrichment, \*Labor Force Development, Measurement Techniques, \*Personnel Management, Psychological Characteristics, Tables (Data), Teacher Motivation

Identifiers—Oregon

Work redesign for improving satisfaction or productivity depends partially on employee attributes because employees respond differently to work conditions. The Hackman-Oldham theory distinguishes "job" from employee responses to job. A job's motivating potential is thus linked to five core characteristics that affect three psychological states essential to internal work motivation and positive work-outcomes—an idea valuable to educators concerned with human resources management. This paper examines the applicability of the theory to school teaching, an occupation very different from those originally considered, and hence requiring the revision of the Hackman-Oldham instruments as outlined in section B. The section also analyzes the scales for measuring job characteristics. A third section traces results of instrument administrations to 198 Oregon teachers, considers distributions and inter-item reliabilities, and discusses sensitivity of revised measures, subjectivity of measures, and relationships with organizational commitment. Job diagnostic survey, job rating form, and Bogen-Charters Inventory appendices follow the report's conclusions. (KS)

ED 245 384 EA 016 933

**1982 Census of Governments. Volume 4: Governmental Finances; Number 1: Finances of Public School Systems.**

Bureau of the Census (DOC), Suitland, Md.

Report No.—GC82(4)-1

Pub Date—Mar 84

Note—244p.; Tables may reproduce poorly due to small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110) — Reference Materials (130)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Expenditure per Student, Expenditures, \*Federal Aid, Higher Education, National Surveys, \*State Aid, Teacher Salaries

Identifiers—Bureau of the Census, Debt (Financial), Department of Commerce

This report provides statistics on the revenues, expenditures, debts, and financial assets of United States public school systems having enrollments of 5,000 or more students for the period ending June 30, 1982. Some findings include: revenue from state governments continues to contribute an increasing share of public school system funding; the proportion of revenue contributed to public schools by the federal government has declined; salaries and wages continue to be the largest expenditure area; and while school system indebtedness increased, payment of long-term debt principal exceeded new debt issues for the third straight year. Tables 1 and 2 display national totals of public school financial data; tables 3 and 4 include statewide aggregates for general revenue and general expenditures, with corresponding percent distributions in tables 5 and 6. Table 7 presents state totals for indebtedness and cash security holdings. Table 8 contains financial statistics for 1,812 public school systems; per pupil amounts for these same systems appear in table 9. The higher education expenditure data in this report represent only a small portion of all publicly operated higher education institutions. (MD)

ED 245 385 EA 016 935

**Introduction to School Food Service. Michigan**

**School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—206p.; For related documents, see EA 016 936-942.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Agency Role, Breakfast Programs, \*Food Service, Hunger, Legislation, Lunch Programs, \*Nutrition

Identifiers—Michigan

This training manual introduces school food service, child nutrition program goals, and programs in Michigan. It also studies food service backgrounds, noting, for example, that "penny lunches" began in Philadelphia in 1894 and that Holland was the first country—in 1900—to legislate school lunches, as well as legal activities over the years. The legislative process underlying child nutrition programs is examined in lesson 3, while specific regulations for children's summer feeding, child care feeding, elderly nutrition, and other programs are covered in lesson 5. Lesson 6 addresses the roles and tasks of federal, state, intermediate, and local agencies; and lesson 7, those of local administrators and food service personnel. Trends and predictions are discussed in lesson 8, and progress tests with answer keys given in lessons 4 and 9. Handouts ranging from organization charts to community action suggestions, class activities, further references, sources for resource persons, and appendices are included. (KS)

ED 245 386 EA 016 936

**Cost Control. Michigan School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—257p.; For related documents, see EA 016 935-942.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Accountability, \*Budgeting, \*Cost Effectiveness, \*Food Service, Operating Expenses, \*Resource Allocation, School District Spending

Cost control is the subject of this eight-lesson, three-test food service training manual. Lesson 1 deals with financial accountability and includes 17 handouts, ranging from sample balance to quarterly report sheets. Lesson 2 focuses on budgeting principles, and lesson 3 on labor controls. Professional purchasing, receiving, and inventorying procedures are outlined in lesson 5, while lessons 6 and 7 address menu and internal security controls. Lesson 9 deals with the importance of internal security in controlling cash and non-food supplies, and lesson 10 with energy, utilities, and purchased services controls. Lessons 4, 8, and 11 comprise a set of progress tests covering materials in the substantive lessons. Class activities, further references, and appendices are included in the manual. (KS)

ED 245 387 EA 016 937

**Nutrition. Michigan School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—232p.; For related documents, see EA 016 935-942.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Elementary Secondary Education, \*Food Service, Food Standards, \*Health, \*Lesson Plans, \*Nutrition

Identifiers—Michigan

Definitions, advantages, and functions of nutrition are the starting point for this food service training manual, which includes lessons on proteins, carbohydrates, minerals, and water- and fat-soluble vitamins. Energy foods for child nutrition programs

## 54 Document Resumes

are also identified, as are balanced diets and meal pattern guidelines. Class activities, handouts (often with pictures), further references, progress tests, and appendices complete the manual. (KS)

**ED 245 388** **EA 016 938**

**Nutrition Education, Michigan School Food Service Training Manual.**  
Michigan State Dept. of Education, Lansing.  
Pub Date—84

Note—107p.; This material was prepared by Food Science and Human Nutrition, and the Cooperative Extension Service, Michigan State University, as a result of a grant award from the Michigan Department of Education's Nutrition Education and Training Program under the provisions of Section 19, Public Law 95-166 administered by the United States Department of Agriculture. For related documents, see EA 016 935-942.

**Pub Type—Guides - General (050)**

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—Audiovisual Aids, Class Activities, Eating Habits, Elementary Secondary Education, Food Service, \*Foods Instruction, \*Lesson Plans, Lunch Programs, \*Nutrition Instruction, Physical Health, \*Training Methods**  
**Identifiers—Michigan**

Inservice training should motivate school food workers to participate in children's nutrition education. The training lesson includes a series of service manager/director guidelines, information sheets, and an audiovisual aids list. Food staff nutrition lessons for classroom presentation to grades 4 to 6 cover the daily food guide, snacks, advertisements, vitamins and minerals, and cultural foods, and contain statements of purpose, instructor preparation, and audiovisual aids and activities for each lesson. Suggestions for presentation by teachers to grades 7 to 12 range from information about posters to salad bar programs. The manual concludes with a glossary of often-misunderstood terms. (KS)

**ED 245 389** **EA 016 939**

**Personnel Management, Michigan School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—274p.; For related documents, see EA 016 935-942.

**Pub Type—Guides - Classroom - Teacher (052)**

**EDRS Price - MF01/PC11 Plus Postage.**

**Descriptors—Communication Skills, \*Food Service, Job Performance, \*Personnel Management, \*Personnel Policy, Recruitment, Training Methods**

This Food Service Training Manual offers 11 lessons and 3 tests on personnel management. Lesson 1 introduces the subject and discusses five functions from planning through evaluating of the management process. Lesson 2 covers management's responsibilities and approaches and the pitfalls of decision-making. Verbal and nonverbal communication in management is lesson 3's concern, while lesson 4 suggests tools, including job analysis, for managing human resources. Lesson 6 discusses staffing requirements and patterns, and lesson 7 the techniques for recruiting qualified employees. Formal training is addressed in lesson 8, and functions and analysis of meetings in lesson 9. Advantages and purposes of work scheduling are the subjects of lesson 11, and lesson 12 describes the importance of appraising employee performance. Lesson 13 looks at the background and advantages of food service unions. Lessons 5, 10, and 14 present progress tests covering material discussed in the substantive lessons, and appendices offering guidelines for stimulating meetings complete the manual. (KS)

**ED 245 390** **EA 016 940**

**Menu Planning, Michigan School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—185p.; For related documents, see EA 016

935-942.

**Pub Type—Guides - Classroom - Teacher (052)**

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors—Eating Habits, Elementary Secondary Education, Food Service, \*Foods Instruction, Lesson Plans, \*Lunch Programs, \*Nutrition, Physical Health, \*Training Methods**  
**Identifiers—Michigan**

Introductions to menu planning I and II—including nutrition requirements for children of all ages—are the subjects of the first two lessons of this Food Service Training Manual. The menu planning system of lesson 3 deals with place and time, as well as with needs for eye appeal and contrast. Lesson 4 is a progress test with answer key for preceding lessons; lesson 5 describes menu types, and lesson 6 discusses customers' food preferences, including those of senior citizens. Menu planning and resource utilization are outlined in lesson 7, and lesson 8 is a second progress test. All but three lessons have detailed handout materials, and most define key words and list class activities, as well as references for more information. (KS)

**ED 245 391** **EA 016 941**

**Merchandising, Michigan School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—186p.; For related documents, see EA 016 935-942.

**Pub Type—Guides - Classroom - Teacher (052)**

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors—Eating Habits, Elementary Secondary Education, \*Food Service, Foods Instruction, Food Standards, Health, Lesson Plans, \*Merchandising, \*Nutrition**  
**Identifiers—Michigan**

The Merchandising Food Service Training Manual contains 12 lessons and 2 appendices. Class activities and handouts are interspersed among techniques for selling and merchandising meals, information about life value roles and how food participants may improve public images, material about customers' backgrounds and attitudes, methods of competitors for the children's market, low cost ideas for merchandising child nutrition programs, long-term merchandising plans, merchandising for special days and weeks, and finally, a summary and progress tests. (KS)

**ED 245 392** **EA 016 942**

**Food Preparation, Michigan School Food Service Training Manual.**

Michigan State Univ., East Lansing. Cooperative Extension Service; Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—84

Note—728p.; For related documents, see EA 016 935-941.

**Pub Type—Guides - Classroom - Teacher (052)**

**EDRS Price - MF04/PC30 Plus Postage.**

**Descriptors—\*Cooks, Food Handling Facilities, \*Food Service, \*Foods Instruction, Food Standards, Nutrition**  
**Identifiers—\*Recipes (Food)**

This training manual on food preparation consists of 23 detailed lessons, ranging from an orientation to quality food production and the use and advantages of standardized recipes for bakery ingredients to the making of various desserts. Detailed definitions of words related to food preparation and innumerable handouts with titles like "merchandising the salad bar," "labor saving equipment," and "food weight and measure equivalents" are interspersed among class activities and progress tests. An instructor's guide for pie and pastry preparation, as well as recipe sources and measurement tables, form the appendices. (KS)

**ED 245 393** **EA 016 943**

**Willower, Donald J.**

**Philosophy and the Study of Educational Administration.**

Pub Date—84

Note—34p.; Paper presented at the Inter-American Congress on Educational Administration (Brasilia, DF, Brazil, July-August 1984).

**Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)**

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—Communication Problems, Criteria, \*Educational Administration, \*Educational Philosophy, \*Educational Theories, Elementary Secondary Education, Evaluation, Higher Education, Marxism, \*Moral Values, Observation**

This paper outlines considerations exploring the potential contribution of philosophic positions to the study of educational administration under three broad areas. The first is the ideas and methods of educational administration. Arguing that a variety of perspectives and approaches is needed, the paper discusses general philosophic theories and the current confusion between realists and positivists in educational administration. The second area of discussion deals with communication and verification within the field. There is a need for developing standards of communication and verification that insist on clear exposition of ideas and explicit communication of procedures and results. This is particularly important since multiple perspectives and ideas are the norm. A discussion follows on specific philosophic approaches, qualitative inquiry, phenomenological analysis, and dialectical materialism. The third area of discussion treats values and the normative side of educational administration. A conception of values is espoused that would provide a broad vision of human beings and schools at their best and speak realistically to the problem of concrete moral choice. In the final section, the ways in which philosophies are intertwined and reflect each thinker are discussed. In conclusion, the need for using a philosophical approach that is open to a wide range of ideas and methods is restated. (MD)

**ED 245 394** **EA 016 945**

**Dede, Christopher Kierstead, Fred**

**Putting Educational Forecasts into Perspective: A Guide for Decisionmakers.**

Pub Date—Jul 84

Note—18p.

**Pub Type—Opinion Papers (120)**

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—\*Communication Problems, \*Decision Making, \*Educational Research, Elementary Secondary Education, Ethnocentrism, \*Futures (of Society), Networks, \*Prediction, \*Trend Analysis**

This paper focuses on how educational decision-makers can make use of futures research through a better understanding of forecasters' perspectives. Eight problems in communicating that are significant in contributing to poor usage of forecasts by educational decision-makers are: (1) overuse of jargon, (2) preoccupation with technological solutions, (3) ethnocentric perspectives, (4) use of narrow databases, (5) ignoring normative issues, (6) overemphasizing prediction, (7) preoccupation with internal trends, and (8) tempocentrism. The types of miscommunication prevalent in recent United States education-related forecasting are discussed; four specific publications are cited. Preoccupation with internal trends is the most prevalent type of miscommunication found in these publications, and next is the ignoring of normative issues. Other significant problems include an overemphasis on prediction, tempocentrism, and factors internal to education while ignoring significant external issues. Strategies offered for decision-makers and forecasters to follow in improving forecasting techniques in education include: use of plain language, envisioning of social inventions, generalizing forecast interpretations, widening databases, minimizing temporal restrictions, avoiding ethnocentrism and tempocentrism, and building networks. (MD)

**ED 245 395** **EA 016 946**

**A Survey of Alternative Salary and Incentive Plans for Teachers.**

Tyler Independent School District, Tex.

Pub Date—May 84

Note—141p.

**Pub Type—Reports - Research (143) — Information Analyses (070)**

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors—Career Ladders, Elementary Secondary Education, \*Incentives, \*Merit Pay, \*Merit Rating, \*Recognition (Achievement), \*Rewards, Teacher Salaries**

Merit pay remains a national priority item for encouraging school improvement. Still, alternative plans for attracting and retaining superior educators are emerging from many districts. This study examines salary programs, incentive plans, and staffing

patterns for assistance in developing the Tyler, Texas, district action plan. Literature shows that faulty evaluation procedures (entirely input-oriented) weaken merit pay's viability; additionally, a task force has concluded that merit pay is only one step in improvement. Teacher and administrator unions have called for certain guidelines for merit plans, and plans from 17 states have been scrutinized for factors contributing to success or failure. These plans are outlined and categorized by program design, including merit pay by increment and extra pay for extra duties. Teachers in Garland, Texas, for instance, may teach short courses during June or teach summer school in the morning. Questions about merit pay's future nonetheless remain; generally it is suggested that specific preconditions must be met if it is to succeed. Meanwhile, policymakers should heed recommendations in a number of areas. (KS)

**ED 245 396** EA 016 947

Melvin, Leland D.

**Standards to Demand for Promotion and Graduation.**

Pub Date—25 Apr 83

Note—19p.; Paper presented at the Annual Meeting of the National School Boards Association (43rd, San Francisco, CA, April 1983).

Pub Type—Opinion Papers (120) — Reports — Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Boards of Education, \*Court Litigation, Disabilities, \*Educational Policy, Elementary Secondary Education, \*Graduation Requirements, Mathematics, \*Minimum Competency Testing, \*National Surveys, Sciences, Student Rights

Recent criticism of public education has led to demands for educational improvement. Responses to this criticism include the development of minimum competency tests (MCTs) and calls for increased academic requirements. This paper reviews a national survey of state graduation requirements that reveals a wide variance in requirements. Eighteen states reported they are considering changes in graduation requirements, while 21 states are now requiring MCTs for graduation. Reviews of pertinent litigation revealed that courts have sustained the right of boards of education to require MCTs for graduation. Guidelines to be followed in safeguarding student rights include: (1) providing adequate notice, (2) avoiding cultural bias, (3) having curricular and instructional validity, and (4) avoiding arbitrary cutoff levels. Boards of education should establish performance standards only after thorough study of the school community and then stand behind the administrators and teachers as they implement the policy. (MD)

**ED 245 397** EA 016 949

McGinn, Noel Tatito, Maria Teresa

**Does Research on Education Fit the Development Needs of Latin America?**

Pub Date—Apr 84

Note—40p.

Pub Type—Reports — Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Agency Role, Developing Nations, Developmental Programs, \*Educational Development, \*Educational Research, International Organizations, \*Latin Americans, Research and Development, \*Research Problems

Identifiers—\*Latin America

Fitting educational research to Latin America's developmental needs is a political issue involving differences in perspectives of Latin American and United States researchers, Latin American governments, and agencies concerned with development outside Latin America. A comparison of ERIC's "Current Index to Journals in Education" with the Latin American system of REDUC and more briefly with the "Handbook of Latin American Studies" suggests differences in definitions of research problems as well as societal significance. Research in English tends to use a psychological paradigm, whereas the Spanish relies on a sociological one. Further, policies and perceptions of groups within international aid agencies vary; World Bank project officers, for example, usually form alliances with those within the borrowing country's educational system, thus excluding other groups from access to loans. Bank researchers, on the other hand, may have closer contacts with U.S. academic researchers than with officials in borrowing countries. Education in Latin America is centralized, as is all

political life, and research programs usually are made to fit preconceived definitions of needs. Plans ignoring educational systems' political bases are likely to fail, just as U.S. research is unlikely to "fit" given definitions of Latin American needs, since such needs vary. What is called for is a participatory approach that acknowledges change as a multistage and multilevel process. (KS)

**ED 245 398** EA 016 950

Guzzetti, Barbara

**A Critical Synthesis of School Effectiveness Research: Implications for Dissemination.**

Pub Date—Oct 83

Note—19p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Education Research Association (Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports — Evaluative (142) — Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Planning, \*Educational Quality, \*Educational Strategies, Elementary Secondary Education, Evaluation Criteria, Institutional Research, Research Methodology, \*Research Problems, Research Reports, \*School Effectiveness

This paper highlights findings of school effectiveness research, identifies major criticisms connected with that research, and discusses implications for dissemination. An ample bibliography follows. Twelve characteristics are associated with quality schools, including high level of teacher expectation, frequent classroom visitation by principals, and parent-initiated involvement. Such factors have limited reliability, however, because effectiveness is too specifically defined, student populations are unstable, and research instruments tend to be invalid. Practitioners should also know that most research has been conducted at the elementary level, that incorporation of these characteristics is no guarantee of achievement gain, and that study quality, not quantity, determines credibility. (KS)

**ED 245 399** EA 016 951

Guzzetti, Barbara Martin, Michael

**A Comparative Analysis of Elementary and Secondary Principals' Instructional Leadership Behavior.**

Pub Date—Jan 84

Note—23p.

Pub Type—Reports — Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Characteristics, Administrator Role, Comparative Analysis, Elementary Secondary Education, \*Instructional Improvement, Leadership Responsibility, \*Performance Factors, \*Principals, Tables (Data), Time on Task

Identifiers—\*Colorado

This study measures performance frequency of leadership tasks of approximately 20 percent of Colorado's principals. Principals most experienced do not differ from others on the frequency assessment scale, yet spend more time on instructional leadership activities, which range from teacher support (professional growth opportunities, rewards) and classroom observation (traditional principal-teacher, as well as teacher-teacher and teacher-principal), to school climate programs and clinical supervision strategies. Results show no real difference in performance frequency among principals at various grade levels. Experience and gender likewise have no influence. At the same time, more time is reported spent on instructional leadership by very experienced principals (17-plus years). Both elementary and secondary principals use facilitative strategies as a primary means of instructional improvement. Finally, whether one is assigned to the elementary or secondary level has no bearing on leadership role assumption. (KS)

**ED 245 400** EA 016 952

Truby, Roy

**The Courts and You.**

Pub Date—25 Apr 83

Note—24p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 1983).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Competency Based Education, Court Litigation, \*Court Role, \*Educational Adminis-

tration, Educational Opportunities, \*Educational Trends, Finance Reform, \*Futures (of Society), Labor Relations, Personnel Management, \*School Law, State Church Separation

Identifiers—City of Madison Joint Sch Dist No 8 v WERC, National League of Cities v Usery, Pauley v Bailey, Trimball v Board of Education of County of Wayne

This paper selectively reviews education law since 1954 and forecasts trends and major issues for the 1980's. Two trends are foreseen: increasing conflict between social goals and individual rights, and greater emphasis on "housekeeping" issues. Five upcoming issues are then examined with reference to recent litigation and legislation (chiefly in West Virginia): personnel management, labor relations, religious activities, testing and academic standards, and school finance. First, treatment of personnel management centers on a case that considered the application of personnel policies with regard to an employee's freedom of expression. Second, two labor relations cases are discussed; one considered federal regulation of state employment practices, the other, rights of nonunion teachers. (\*City of Madison Joint School District No. 8 v. Wisconsin Employment Relations Commission\*). Third, the author discusses West Virginia legislation on school prayer and regulation of religious schools. Fourth, academic standards issues arising from competency testing and educational malpractice suits are examined. Finally, the paper reviews a 1979 school finance case, "Pauley v. Bailey," in which, pursuant to the Supreme Court's finding that certain disadvantaged students had been denied equal protection, a trial judge promulgated detailed standards for improving West Virginia schools. (MCG)

**ED 245 401** EA 016 953

Glatthorn, Allan A.

**Differentiated Supervision.**

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-124-0

Pub Date—84

Note—107p.

Available from—Publications, Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (ASCD Stock No. 611-84326; \$8.50).

Pub Type—Guides — Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Role, Cooperative Planning, Elementary Secondary Education, \*Individual Development, Master Teachers, Personal Autonomy, \*Self Directed Groups, Self Evaluation (Individuals), Supervision, Supervisor Qualifications, \*Supervisory Methods, \*Supervisory Training, \*Teacher Supervision

Several years of research support a differentiated system of supervision in which teachers can choose from among four different supervision styles. With the clinical style, intense observation and feedback is conducted by a trained supervisor. Cooperative professional development consists of small teams of peers working together for their mutual growth. With self-directed development, the individual teacher assumes primary responsibility for his or her own growth. Administrative monitoring is a process by which the administrator conducts brief drop-in visits and conferences. Although research indicates that the differentiated system is feasible and has a positive effect on those who participate, it will not be effective in all schools or with all teachers. An implementation process that has been found to be generally effective is presented, but each school is encouraged to develop its own version of the system, after teachers, supervisors, and administrators have had an opportunity to discuss ideas and their own needs. (FWR)

**ED 245 402** EA 016 954

Johnson, Daniel P.

**Educational Needs Assessment: A Practical Model for the Overworked Middle School Principal.**

Pub Date—Oct 82

Note—45p.; Paper presented at the Annual Meeting of the National Middle Schools Association (Kansas City, MO, October 1982).

Pub Type—Guides — Non-Classroom (055) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Advisory Committees, Cost Effectiveness, Educational Assessment, Elementary



Secondary Education, Needs, \*Needs Assessment, Objectives, Planning, Policy Formation, \*Resource Allocation, \*Surveys, Systems Analysis

This manual describes a systematic process for conducting an educational needs assessment at the building level which includes suggestions for the formation of an advisory group and the use of two Likert Scale surveys. The advisory group is composed of parents, students, and educators; this group carries out the tasks of understanding, planning, implementing, and reporting in relation to needs. A suggested timetable is presented for the needs assessment process; the steps include choosing a sample population for the surveys, drafting a letter requesting survey group participation in the study, developing and revising the Likert surveys based on models in the manual, sending letters and surveys home with students, collecting data for computer analysis, assessing the most significant needs, and reporting results to survey groups and other interested parties. Besides models for the two Likert Scale Surveys, the manual includes a letter introducing the needs assessment to the survey group, a Discrepancy Analysis Survey, a Known Fact Survey, and a diagram representing the needs assessment model. (FWR)

ED 245 403

EA 016 955

Koeppel, Richard P.

What a Board Should Expect from Its Professional Staff.

Pub Date—25 Apr 83

Note—7p; Paper presented at the Annual Meeting of the National School Boards Association (Atlanta, GA, April 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Administrator Role, \*Board Administrator Relationship, \*Coordination, \*Decision Making, \*Elementary Secondary Education, \*Performance Factors, \*School Effectiveness

To maintain a good school system, a school board should expect from its administrators certain attitudes and behaviors: first, administrators should consider the students' interests above all else, support board decisions once made, consider ethical issues, be optimistic, and take pride in their jobs and their school district; second, they should keep the board well-informed, know the division of responsibilities in their district, make decisions and discharge their duties using common sense, involve affected persons in decision-making, and take responsibility for their own professional growth. These expectations, however, should be mutual—the board is similarly responsible to its administrators. (MCG)

ED 245 404

EA 016 956

Koeppel, Richard P.

How to Increase Public Confidence in Your Schools.

Pub Date—17 Apr 82

Note—7p; Paper presented at the Annual Meeting of the National School Boards Association (Atlanta, GA, April 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Coordination, \*Elementary Secondary Education, \*Institutional Advancement, \*News Media, \*Organizational Communication, \*Parent Participation, \*Public Relations, \*School Attitudes, \*School Community Relationship

This paper, based on the author's experience as a superintendent of a successful Colorado school district, suggests means of strengthening a school district's public image. Simple measures are presented for (1) stimulating and maintaining parent involvement in district- and school-sponsored organizations, (2) improving communication with the general public, and (3) establishing good relations with news media. The concluding section outlines general rules for inspiring public confidence in education. (MCG)

ED 245 405

EA 016 957

Koeppel, Richard P.

How to Improve Board-Superintendent Relations.

Pub Date—3 Apr 78

Note—7p; Paper presented at the Annual Meeting of the National School Boards Association (Anaheim, CA, April 1978).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*Board Administrator Relationship, \*Board of Education Role, \*Coordination, \*Educational Planning, \*Elementary Secondary Education, \*Group Dynamics, \*Improvement, \*Organizational Communication, \*Personnel Management

To work well together, school boards and superintendents must reach agreement in certain sensitive areas of their relations. Five of these, briefly discussed, are (1) the degree to which administrators become involved in policymaking, and boards, in procedural issues; (2) the superintendent's authority over administrative appointments; (3) board members' authority or influence as individuals; (4) contact between the board and subordinate administrators; and (5) the superintendent's role in mediating board disputes. (MCG)

ED 245 406

EA 016 961

Goldschmidt, Steven M. And Others

The Extent and Nature of Educational Policy Bargaining. Final Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Note—137p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Collective Bargaining, \*Contracts, \*Educational Policy, \*Elementary Secondary Education, \*Employer Employee Relationship, \*Grievance Procedures, \*School Districts, \*Teacher Strikes, \*Unions

This report examines the extent of policy bargaining, as well as factors that might explain variation in its extent. Results of interviews in 6 districts with over 15,000 enrollment indicate that bargaining is more extensive than predicted in the curriculum, student placement, and teacher selection areas. States without the teacher strike option also have more bargaining, but no relationship was found between policy bargaining and union affiliation. Status quo provisions that freeze working conditions for a contract's life are also extensively bargained. Additionally, most sample contracts contain grievance procedures that affect policy by mandating how provisions will be enforced. Bargaining agreements reflect a sensitivity to the emerging policy issue of education of the handicapped, which means that special education teachers' interests influence bargaining agendas. Between 1975 and 1981, significant increases in bargaining over noncompensation provisions occurred, indicating that such bargaining had not peaked by 1975. Educational policy bargaining may reduce school district adaptability because of the fixed nature of the contract. Bargaining may also be related to student achievement because it regulates key variables related to school effectiveness. (Author/KS)

ED 245 407

EA 016 962

Pasch, Marvin Greene, Bert I.

Social Values, Educational Philosophy, Politics and Curriculum Decision-Making: A Case Study in Today's Department of Education.

Pub Date—25 Mar 84

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Arbitration, \*Decision Making, \*Educational Philosophy, \*Federal Aid, \*Financial Policy, \*Financial Support, \*Needs Assessment, \*Policy Formation, \*Politics of Education

Identifiers—\*National Diffusion Network

Social values, educational philosophy, politics, and decision-making are examined in a case study of political influence involving the National Diffusion Network (funded by the Department of Education), which supports the dissemination of exemplary curriculum programs meeting high priority needs. In 1982, 87 directors of ongoing programs were asked to submit projects for review so a decision could be reached about their renewal. Of these, 83 reached the third stage of completion. Donald Senese, the department's assistant secretary for educational research and improvement (appointed by President Reagan), had recently called for "order and discipline" in the schools; now he terminated support for 13 projects, 4 of whose directors brought

a suit, charging First Amendment violations. Senese's deposition offers insights into the philosophical orientation of an educator working in a political decision-making capacity. Apparently he had relied not upon the "goal based" assessment approach, but, rather, had utilized a set of sociopolitical principles to develop a list of termination candidates. Project Environment, for example, focused too strongly on environmental problems, while World Religions interfered with individual belief. Educational policy thus shifts with the political process; this document should provide a basis for future study of that process. (KS)

ED 245 408

EA 016 963

Lotto, Linda S.

Solutions in Search of Problems: The Experiential Validity of New Views on Educational Administration. Draft

Pub Date—Apr 84

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, \*Educational Administration, \*Elementary Secondary Education, \*Incentives, \*Organizational Theories, \*Principals, \*Superintendents, \*Work Environment

Identifiers—\*Loosely Coupled Systems

If presented as challenges to practitioners' conventional assumptions about organizations, new views of educational administration might find greater acceptance. Practical experience shows, for example, that variance and unpredictability are phenomena normal to all organizations. Schools, too, are loosely coupled systems. Nor are decision processes rationally based—a fact that managers could use to advantage. The environment is still another misunderstood idea; the best organizations create their environments by fostering many small experiments. Conventional management theory suggests that effort and success are tightly linked, yet more effectiveness comes from scattering resources across multiple preferences. A principal might press for a desired result in several areas, including materials, training, and time allocations. Coworker congeniality is a fifth misguided assumption; rather, organizations are incentive exchange systems where persons pursue goals by contributing to the goals of others. Nor are inefficiencies like redundancy and overlap necessarily injurious: they are more likely to serve the organization well. Finally, goals, charts, and job descriptions are thought to concern managers more than the persons behind such items. The converse is true. Managers would be wise to consider these seven "new" views as potentially powerful tools. (KS)

ED 245 409

EA 016 964

Astuto, Terry A. Clark, David L.

Strength of Organizational Coupling in the Instructionally Effective School.

Pub Date—Apr 84

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, \*Elementary Education, \*Organizational Climate, \*Organizational Theories, \*Principals, \*School Effectiveness, \*Teacher Administrator Relationship

Identifiers—\*Loosely Coupled Systems, \*Meta Analysis

Alternative and emergent organizational perspectives are potentially useful in studying the organization and operation of public elementary schools. In particular, the image of organizations as loosely coupled systems is applicable to educational organizations. Yet, recent research indicates that tight linkages enhance school effectiveness. This study employed a meta-analytic technique to describe and compare the strength of coupling in instructionally effective schools. Findings indicate that (1) schools so designated vary in the nature and strength of coupling relative to the principal and other organizational elements; (2) multiple patterns of coupling are so rich and diverse that simple designators like tightly coupled and loosely coupled are insufficient to explain coupling's nature; (3) coupling in effective schools is so diverse that explanations other than tight linkages must account for their success; and (4) the variance of coupling strength challenges

school improvement programs designed to create effective schools through procedures that tighten interschool and interdistrict linkages. (KS)

**ED 245 410** EA 016 965  
Flowers, Helen F. Gardner, David W.  
School Closings in New York State: The Planning Process.

Pub Date—Apr 84  
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**  
Descriptors—\*Board of Education Policy, Elementary Secondary Education, Guidelines, Institutional Characteristics, Needs Assessment, Organizational Objectives, Participative Decision Making, \*Planning, Problems, \*School Closing, State Surveys, \*Validity  
Identifiers—\*New York

This report summarizes the results of a statewide survey (excluding New York City) on the objectives, procedures, and problems of school closing; it emphasizes school districts' planning processes. The report begins with information on the geographic distribution of closings; the years districts closed schools; and the types, sizes, and ages of the schools closed. It then closed schools, and the types, sizes, and ages of the schools closed. It then analyzes the use of various planning activities identified in the survey; two discussed in some detail are the use of advisory committees and of guidelines, reported by 62.6 and 69 percent of the districts, respectively. The final section reports the incidence of unanticipated problems due to school closings and the districts' satisfaction with their planning procedures. Eleven appended tables provide data on all the above topics and supporting information; a New York State map is also included, showing the distribution of studied districts by county. The attached booklet presents essentially the same information as the paper described above, but draws more detailed conclusions. (MCG)

**ED 245 411** EA 016 969  
Kerchner, Charles T.  
Exit and Voice in Teacher Work Perceptions.  
Spons Agency—Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date—26 Apr 84  
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**  
Descriptors—Elementary Secondary Education, Job Satisfaction, \*Labor Relations, Multivariate Analysis, \*Role Perception, Tables (Data), \*Teacher Attitudes, Unions, Vocational Adjustment, \*Work Attitudes

To illustrate possible dangers of "exit" as a teacher option, questions about labor relations and work role perceptions were given to teachers from three California districts. The canonical correlation technique measures teacher role perceptions against organizational conditions and labor relations beliefs. A figure shows three variates: organizationally engaged teachers; teachers who are organizationally isolated; and frustrated teachers who, like the isolates, believe individual responsibility more important than organizational loyalty. Further, categorical variables reveal that younger teachers are associated more with the third variate, and that the first variate is associated more with female teachers. Teacher work perceptions markedly differ in relation to four ideal-type work structures—labor, craft, professional, and art. For example, third variate teachers are best described as frustrated artists. First-variate teachers are more accepting of criticism, whereas second-variate teachers define their work as autonomous and embody the "exit" rather than "voice" response in reaction to organizational stress. Variate-three teachers feel independent in their work but have a less firm sense of vocation than variate-two teachers. That self-defining and frustrated teachers tend toward "exit" has serious consequences for teacher unionism's future, since variate-one teachers represent the dominant "voice" in the school but lack the willingness to define and defend their occupation. (KS)

**ED 245 412** EA 016 970  
Angus, Lawrence B.

**Establishing and Maintaining a Catholic Identity: CBC, Class and Newburyport Catholics.**  
Pub Date—Apr 84

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price—MF01/PC02 Plus Postage.**  
Descriptors—\*Catholic Educators, \*Catholic Schools, Educational Status Comparison, Foreign Countries, Institutional Characteristics, Private Schools, School Demography, Secondary Education, Single Sex Schools, \*Social Mobility, \*Socioeconomic Status

Identifiers—\*Australia, Catholic Church  
Studies suggest that historically Australian Catholic schools have existed not only to reproduce Catholic traditions, but also to advance the children of the Irish working classes. Data collected at the highly academically oriented Christian Brothers College (CBC), Newburyport, support the idea of educating for upward mobility as a means of combating Protestant domination of both secondary education and white collar employment. The Brothers have long enjoyed the strong support of the local Catholic community, and most present pupils' fathers also attended CBC schools. Still, a number of these same fathers, now financially successful, are sending their sons to the more exclusive Protestant schools, which means a loss of promising academic prospects and of influential parents. Less than one third of the remaining pupils proceed to tertiary education. CBC partially maintains its elite status with its entrance exam, as well as zoning regulations that seem at odds with the Brothers' original mission. Further, given recent economic difficulties, the "second wave" of CBC Catholics can expect a less accelerated rise than the first, although almost all can expect jobs within the established order. The irony is that CBC promotes an uncritical view of social structures while the social hierarchy itself remains unchallenged. (KS)

**ED 245 413** EA 016 971  
Gaynor, Alan K. Clauset, Karl H., Jr.  
Improving School Effectiveness: The Dynamics of Implementation.

Pub Date—24 Apr 84  
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Information Analyses (070)—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**  
Descriptors—Educational Change, \*Educational Improvement, \*Educational Theories, Elementary Secondary Education, Environmental Influences, \*Models, Principals, \*Program Implementation, \*School Effectiveness, School Policy, Teacher Motivation

Six causal-influence diagrams introduce a model showing the difficulties of implementing school improvement policies in such areas as teacher expectations and student behavior. The first diagram deals with basic dynamics of improvement. Cybernetics of activities to correct student achievement are revealed in a second diagram, which portrays schools as rational institutions. A third diagram focuses on teacher motivation and side effects—workload pressures, for instance—that undermine innovation efforts. Diagram 4 illustrates negative influences on principals' effectiveness, and diagram 5 the press from factors like dealing with staff resistance and obtaining additional resources on their time and energy. A final diagram shows how principals' efforts to secure outside resources can be affected by other demands. In summary, the current work synthesizes improvement literature, describes improvement dynamics in a theoretical format, and provides a basis for activities like building computer simulation policy models. (KS)

**ED 245 414** EA 016 972  
Sehring, Penny A.  
Course Taking and Achievement: Findings and Implications for Curricular Policy.

Pub Date—Apr 84  
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**  
Descriptors—\*Academic Achievement, Achieve-

ment Tests, College Bound Students, College Entrance Examinations, Comparative Analysis, \*Curriculum Design, High Schools, \*High School Students, Mathematics Achievement, State Norms, \*Time on Task, Track System (Education), Verbal Ability  
Identifiers—College Entrance Examination Board, High School and Beyond

To investigate how the number of years students spend studying academic subjects affects their achievement, this study compiled data from a nationwide longitudinal study of 58,000 high school students begun in 1980, and from 1982 College Board testing files. Years of instruction in seven subject areas were related, using statewide averages, to verbal and mathematics achievement test scores. Populations compared were students in academic, general, and vocational tracks, in New York, Pennsylvania, Ohio, Illinois, California, and Washington, and those taking and not taking college admission tests. It was found that (1) New York and Pennsylvania students received more academic instruction than those in the other states; (2) the pattern of test scores related inconsistently to that of course taking; (3) among SAT takers that completed any of three achievement tests, New York students registered both the most courses and the highest aptitude and achievement scores; (4) verbal and math aptitude scores and course taking all related similarly to achievement scores in New York and California; and (5) course offerings and requirements and tracking policies strongly affect students' exposure to course content. (MCG)

**ED 245 415** EA 016 973  
Silver, Paula F. Moyle, Colin R. J.  
The Impact of Intensive Inservice Programs on Educational Leaders and Their Organizations.

Pub Date—84  
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**  
Descriptors—\*Administrative Change, Affective Measures, Attitude Change, Attitude Measures, Behavior Change, Cognitive Measurement, \*Developmental Programs, \*Educational Improvement, Foreign Countries, \*Inservice Education, Psychomotor Skills, Role Perception, Tables (Data)  
Identifiers—\*Australia

Administrator development programs are multiplying, yet little is known of their effects. If instruction in meant to produce cognitive, affective, and psychomotor changes in participants, inservice programs should duplicate that process—and, by extension, improve schools. Two instruments in each of four areas (cognitive, affective, psychomotor, and organizational) were used to study five 1980-81 Melbourne, Australia, programs. Attitudes toward self and others and professional orientation scales, for instance, measured affective changes, while organizational health and structural properties questionnaires examined schools. Pretest and posttest score results show cognitive changes in leaders' role conceptions. Leaders also gained in self-confidence and appreciation of others, and in altered attitudes toward professionalism. Leaders' skill and behavior patterns as perceived by subordinates improved, whereas schools improved in organizational health and became less bureaucratic. Analyses of data by programs yielded similar findings. This study of program effectiveness has limitations, yet holds specific lessons for those concerned with professional development. (KS)

**ED 245 416** EA 016 977  
Slaughter, Helen B. And Others  
A Strategy for Chapter I Planning and Evaluation in School-Based vs. District-Based Projects: Spinoffs from the School Effectiveness Research.

Pub Date—26 Apr 84  
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).  
Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**  
Descriptors—Decision Making, Developmental Programs, \*Educational Planning, Elementary Education, Improvement, \*Principals, \*School District Autonomy, \*School Effectiveness

Identifiers—\*Education Consolidation Improvement Act Chapter 1, \*Tucson Public Schools AZ

Although many large districts have centrally organized their Chapter 1 (Education Consolidation and Improvement Act) compensatory programs at the district and project levels, elementary school improvement efforts are strongly tied to local school autonomy and principal leadership. This paper analyzes the Tucson (Arizona) Unified School District's conversion of a centrally organized Chapter 1 project to the school level. A section describing the process notes that the planning cycle began with the annual Chapter 1 needs assessment process, assigned in 1982 to school principals at their own sites. During the next year, principals participated in a Chapter 1 development program offering them greater expertise in requirements previous to the needs assessment planning cycle. Decentralization outcomes, problems, and possibilities are outlined in an eight-part discussion of changing guidelines, cost effectiveness, Chapter 1 and district services coordination, implementation factors, technical assistance, school proposals, program monitoring, and gains evaluation. Findings show that principals are enthusiastic about Chapter 1's new freedoms. (KS)

## EC

**ED 245 417** **EC 162 430**  
**Knowing about Special Education to Help You Help Your Child** = Informez-Vous sur l'Éducation Spéciale pour Pouvoir Aider Votre Enfant.  
 New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.  
 Pub Date—[83]

Note—17p.; French translation by Maryse Noel-Roumain.  
 Language—English; French  
 Pub Type—Translations (170) — Guides — Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Civil Rights, \*Disabilities, Due Process, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, Parent Role, \*Parent School Relationship, \*Special Education, State Legislation  
 Identifiers—\*New York

This pamphlet is intended to inform both English and French speaking parents of handicapped children in New York State about rights and services of the special education program. Separate sections cover federal and state law, student assessment, individualized education program development under the committee for the handicapped, and parental rights. (DB)

**ED 245 418** **EC 162 481**  
**Cohen, Shirley And Others**  
**Accepting Individual Differences: Overview.**  
 City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.  
 Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.  
 Report No.—NYSED-82-7295  
 Pub Date—Sep 82

Note—28p.; Reprint. Document originally available from Developmental Learning Materials (1977). For related manuals and workbooks (flipbooks), see EC 162 482-485.

Available from—New York State Education Department, Publications Sales Desk, Room 164EBA, Albany, NY 12234 (kit price \$6.50, prepaid; 5 manuals, 4 student workbooks, 1 cassette).  
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Attitude Change, Class Activities, Curriculum Guides, \*Disabilities, Elementary Education, \*Lesson Plans, \*Mainstreaming, \*Peer Acceptance, Primary Education, Resources, Teaching Methods

The overview, the first in a series of five manuals, describes the goals of the AID (Accepting Individual Differences) curriculum of fostering acceptance and respect for differences, as exemplified by disabilities. Briefly discussed in the guide's section on the curriculum's rationale are need, assumptions (such as that handicapped individuals have a right to acceptance and respect), and goals (with three cognitive objectives and four behavioral objectives). The section describing the curriculum notes the following four themes of the curriculum: (1) People are different; people are the same; (2) People learn in different ways; (3) Even though we are different, we

like each other; and (4) A person's appearance seems significant only when we don't know him or her. There is a common format for the four guides; instructor activities, lesson activities for primary grade students, and guidelines for appropriate activities for more advanced students are contained in each manual. Half the overview consists of a selected bibliography including approximately 81 professional references; 28 recommended readings for preschool, primary, and middle grade students; 14 biographies and autobiographies for adults and adolescents; and multimedia materials including thirty 16mm films, four filmstrips and slides, three videotapes, one audiotape, and two records. (MC)

**ED 245 419** **EC 162 482**  
**Cohen, Shirley And Others**  
**Hearing Impairment: Accepting Individual Differences [and] Can You Hear Me?**  
 City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.  
 Report No.—NYSED-82-7295; NYSED-82-7300  
 Pub Date—Sep 82

Note—71p.; Includes instructional flipbook "Can You Hear Me?" which is largely photographs and may not reproduce well. Reprint. Document originally available from Developmental Learning Materials (1977). For related documents and workbooks (flipbooks), see EC 162 481-485.

Available from—New York State Education Department, Publications Sales Desk, Room 164EBA, Albany, NY 12234 (kit price \$6.50, prepaid; 5 manuals, 4 student workbooks, 1 cassette).  
 Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Attitude Change, Class Activities, Curriculum Guides, Elementary Education, \*Hearing Impairments, \*Lesson Plans, \*Mainstreaming, \*Peer Acceptance, Primary Education, Resources, Teaching Methods

The AID (Accepting Individual Differences) curriculum guide, the second in a series of five manuals, attempts to foster acceptance and respect for differences, as exemplified by disabilities. The manual presents activities on hearing impairments (HI) for instructors' personal learning, and lesson plans for teaching students in kindergarten through grade 3. Suggested for personal learning experiences by instructors are simulation, reading, and observation experiences, as well as a conference with a teacher of HI students, and use of resources. Activities for kindergarten through grade 3 students are presented in five lesson plans on the theme, "Although we are different, we like each other." The lesson plans usually are arranged by theme, specific objectives, activities (such as listening to records played at low volume), materials, literature for students, a discussion guide, and directions for story time. Twelve activities are noted for use with more advanced students based on the student workbook, "Can You Hear Me?", which is included with this document. Three questions that students might ask are posed and answered. A reference section lists approximately 14 books, catalogs, and pamphlets; two films; two records; and two free materials. (MC)

**ED 245 420** **EC 162 483**  
**Cohen, Shirley And Others**  
**Motor Impairment: Accepting Individual Differences [and] I Knew I Could Do It.**  
 City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.  
 Report No.—NYSED-82-7297; NYSED-82-7302  
 Pub Date—Sep 82

Note—65p.; Includes instructional flip book "I Knew I Could Do It" which is largely photographs and may not reproduce well. Reprint. Document originally available from Developmental Learning Materials (1977). For related documents and workbooks (flipbooks), see EC 162 481-485.

Available from—New York State Education Department, Publications Sales Desk, Room 164EBA, Albany, NY 12234 (kit price \$6.50, prepaid; 5 manuals, 4 student workbooks, 1 cassette).  
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Attitude Change, Class Activities, Curriculum Guides, Elementary Education, \*Lesson Plans, \*Mainstreaming, \*Peer Acceptance, \*Physical Disabilities, Primary Education, Resources, Teaching Methods

The AID (Accepting Individual Differences) curriculum guide, the third in a series of five manuals

that attempt to foster acceptance and respect for differences as exemplified by disabilities, presents activities on motor impairments for instructors' personal learning and lesson plans for teaching students in primary grades. Presented for instructors are information about motor impairment and suggestions for personal learning experiences through simulation activities, reading, observation, a conference with a teacher of motor impaired students, and use of resources. Activities for kindergarten through grade 3 students are presented in four lesson plans on the theme, "A person's looks are important only until you get to know him/her; after that, it's whether or not the person's nice that counts." The lesson plans, which incorporate use of the accompanying student workbook, "I Knew I Could Do It," typically are arranged by theme, specific objective, activity, materials, literature for students, a discussion guide, directions for presenting the activity (such as learning about wheelchairs), and directions for reading the story. Thirteen activities to be used with older students are based on books listed in the reference section. Questions students might ask are posed and answered. Listed in the reference section are approximately 13 books and pamphlets, a film, a record, and four sources of free materials. (MC)

**ED 245 421** **EC 162 484**  
**Cohen, Shirley And Others**  
**Mental Retardation and Learning Disabilities: Accepting Individual Differences [and] Amy Can Learn.**  
 City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.

Report No.—NYSED-82-7294; NYSED-82-7299  
 Pub Date—Sep 82

Note—68p.; Includes instructional flip book "Amy Can Learn!" which is largely photographs and may not reproduce well. Reprint. Document originally available from Developmental Learning Materials (1977). For related documents and workbooks (flipbooks), see EC 162 481-485.

Available from—New York State Education Department, Publications Sales Desk, Room 164EBA, Albany, NY 12234 (kit price \$6.50, prepaid; 5 manuals, 4 student workbooks, 1 cassette).  
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Attitude Change, Class Activities, Curriculum Guides, Elementary Education, \*Learning Disabilities, \*Lesson Plans, \*Mainstreaming, \*Mental Retardation, Peer Acceptance, Primary Education, Resources, Teaching Methods

The AID (Accepting Individual Differences) curriculum guide, the fourth in a series of five manuals that attempt to foster acceptance and respect for differences as exemplified by disabilities, presents activities on the topics of mental retardation (MR) and learning disabilities (LD) for instructors, and lesson plans to be used with primary grade children. Suggestions are made for personal learning by instructors through simulation activities, reading, observation of a conference with a teacher of MR students, and use of resources. Activities relevant to MR for primary students are presented in three lesson plans on the theme, "Some students learn more slowly than others." The lesson plans, which incorporate use of the accompanying student workbook, "Amy Can Learn," are presented by theme, specific objective, activities (such as telling about hard and easy learning experiences), literature for students, a discussion guide, directions for presenting the activity, problem solving, or story time. Noted are seven activities to be used with more advanced students including reading, problem solving, and planning a project for the class to share with MR students. The section on LD also contains basic information about the handicap and suggested learning experiences for the instructor. Described are eight activities including simulating what it is like to be learning disabled. Listed in the curriculum materials and reference section are approximately nine books and three sources of free materials on the topic of mental retardation; and five books or articles, and one source of free materials on learning disabilities. (MC)

**ED 245 422** **EC 162 485**  
**Cohen, Shirley And Others**  
**Visual Impairment: Accepting Individual Differences.**  
 City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.  
 Report No.—NYSED-82-7298; NYSED-82-7301  
 Pub Date—Sep 82



Note—71p.; Includes instructional flip book "Visual Impairment," which is largely photographs and may not reproduce well. Reprint. Documents originally available from Developmental Learning Materials (1977). For related documents and workbooks (flipbooks), see EC 162 481-484.

Available from—New York State Education Department, Publications Sales Desk, Room 164EBA, Albany, NY 12234 (kit price \$6.50, prepaid; 5 manuals, 4 student workbooks, 1 cassette).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Attitude Change, Class Activities, Curriculum Guides, Elementary Education, \*Lesson Plans, \*Mainstreaming, \*Peer Acceptance, Primary Education, Resources, Teaching Methods, \*Visual Impairments

The AID (Accepting Individual Differences) curriculum guide, the fifth in a series of five manuals that attempt to foster acceptance and respect for differences as exemplified by disabilities, presents activities on visual impairments (VI) for instructors' personal learning, and lesson plans for teaching primary grade students. Suggested for personal learning experiences by instructors are simulation activities, reading, observation, a conference with a teacher of VI students, and general resources. Activities of kindergarten through grade 3 students are presented in five lesson plans on the theme, "People are different; people are the same." The lesson plans, which incorporate use of the accompanying student workbook, "Visual Impairment," usually include theme, specific objective, activities (such as the listening game), a list of materials, literature, a discussion guide, directions for leading the activity, and directions for story line. Twelve activities for more advanced students give opportunities such as simulating visual impairment. Questions that students might ask are posed and answered. (MC)

ED 245 423 EC 162 489  
Funk, Robert

Challenges of Emerging Leadership: Community Based Independent Living Programs and The Disability Rights Movement. Final Report.

Institute for Educational Leadership, Washington, D.C.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Report No.—ISBN-0-93784694-5  
Pub Date—84  
Grant—81-332

Note—72p.; The report, produced by the Independent Living Leadership Strategies Project, is a product of the Conference on Independent Living (East Lansing, MI, July 25-30, 1982).

Available from—Institute for Educational Leadership, Publications Coordinator, 1001 Connecticut Ave. N.W., Suite 310, Washington, DC 20036 (\$4.95 plus postage and handling, quantity discount available).

Pub Type—Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Advocacy, Civil Rights, Community Programs, Community Resources, \*Disabilities, Philosophy, \*Program Development, State of the Art Reviews

Identifiers—\*Independent Living  
The report is based on a 1982 conference on the status of independent living programs, community based programs run by disabled persons to provide advocacy and support services to the disabled community. The philosophy of independent living is reviewed and its attributes of community responsiveness, provision of support services and advocacy, and leadership of disabled persons in program design and management are considered. The origins of the independent living/disability rights movement is traced from the 1960's up to current policy conflicts over the federalization of independent living under the rehabilitation system. Crises facing the independent living movement are examined, dealing with funding and funding development, leadership development and direction, organizational development and management, service delivery and community needs, and public relations, education, and community support. A final chapter offers recommendations for addressing five major needs: support and technical assistance in operations and management, development of strategies for networking and communications, leadership development and training, research and policy development in independent living, and long-term

planning. (CL)

ED 245 424 EC 162 701  
Volleyball: Special Olympics Sports Skills Instructional Program.

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—62p.; For related documents, see EC 162 702-707.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Athletics, Elementary Secondary Education, \*Mental Retardation, Physical Activities, \*Teaching Methods, \*Volleyball

Identifiers—\*Special Olympics

One of seven booklets on Special Olympics Sports Skills Instructional Programs, this guide presents an instructional program for volleyball coaches working with mentally retarded persons. The instructional program presents information on the following topics: long term goals; short term objectives; modifications and adaptations of equipment, sport rules, and playing areas; sports skill assessments (criterion referenced measures to determine the student's present functioning level within the sport or skill); teaching skills; skill sequence; task analyses; teaching suggestions; an infusion chart that relates the sports skill to general academic areas; student skill chart for marking the student's sports skill performance throughout the program; and terminology and resources. Volleying, serving and spiking, and defensive skills are presented for two levels of volleyball skills. Additional sections focus on team tactics, rules, and sportsmanship. (CL)

ED 245 425 EC 162 702  
Softball: Special Olympics Sports Skills Instructional Program.

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—72p.; For related documents, see EC 162 701-707.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Athletics, Elementary Secondary Education, \*Mental Retardation, \*Softball, Teaching Methods

Identifiers—\*Special Olympics

One of seven instructional units on Special Olympics Sports Skills Instructional Programs, this guide presents suggestions for coaching softball for mentally retarded persons. An overview section provides information on teaching suggestions, followed by a list of program goals, objectives, and benefits. Sports skill assessments measure athletes' present levels of functioning within the skills needed for two levels of softball (throwing, catching, batting, baserunning). Additional sections deal with modifications and adaptations, teaching skills, skill sequences, task analyses, and sportsmanship. Charts relating the sport skills to general academic areas and for measuring athletic skills are also included. (CL)

ED 245 426 EC 162 703  
Ice Skating: Special Olympics Sports Skills Instructional Program.

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—80p.; For related documents, see EC 162 701-707.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Athletics, Elementary Secondary Education, \*Ice Skating, \*Mental Retardation, Physical Activities, Teaching Methods

Identifiers—\*Special Olympics  
One of seven booklets on Special Olympics Sports Skills Instructional Programs, this guide presents teaching suggestions for ice skating coaches working with mentally retarded persons. An overview section introduces the sport and considers ideas for effective teaching. Goals, objectives, and benefits

are considered along with information on clothing and equipment needed. A dryland training program is described, followed by a review of warmup lessons. Sports skill assessments and teaching methods are presented in three skill levels for recovery, walking, skating, turning, stopping, figure skating, and speed skating. Additional sections focus on competition (rules, scoring, judging, suggested free style routines), sportsmanship, safety, modifications and adaptations, and recordkeeping. (CL)

ED 245 427 EC 162 704  
Gymnastics: Special Olympics Sports Skills Instructional Program.

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—160p.; For related documents, see EC 162 701-707.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Athletics, Elementary Secondary Education, \*Gymnastics, \*Mental Retardation, Physical Activities, Teaching Methods

Identifiers—\*Special Olympics

Gymnastics coaching and teaching suggestions for mentally retarded persons are presented in this guide, one of seven booklets about Special Olympics Sports Skills Instructional Programs. An overview introduces the sport and makes broad suggestions for teaching. A list of goals, objectives, and benefits is followed by information on necessary clothing and equipment. Assessment and instruction methods are provided on two difficulty levels for the following gymnastics skills: tumbling, balance, free exercise, beam, parallel bars, uneven parallel bars, side horse, vaulting, rings, and high bars. Additional topics deal with judging and scoring, safety, sportsmanship, lead up skills, and modifications and adaptations of equipment, rules, and playing areas. (CL)

ED 245 428 EC 162 705  
Hockey: Special Olympics Sports Skills Instructional Program.

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—52p.; For related documents, see EC 162 701-707.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Athletics, Elementary Secondary Education, \*Mental Retardation, Teaching Methods

Identifiers—\*Floor Hockey, \*Special Olympics

Suggestions for coaching and teaching hockey skills to mentally retarded persons are presented in this guide, one of seven booklets on Special Olympics Sports Skills Instructional Programs. An introductory section presents an overview of the sport, information on the organization of the training session, and a list of goals, objectives, and benefits. Warmup exercises are described and assessment measures and teaching ideas for two levels of hockey skills are offered: grip, stick handling, puck handling, shooting, passing, checking, face off, defensive play, and goal tending. Team tactics, rules, and sportsmanship are also addressed. Additional sections focus on modifications and adaptations, playing area preparation and equipment, and recordkeeping. (CL)

ED 245 429 EC 162 706  
Bowling: Special Olympics Sports Skills Instructional Program.

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—47p.; For related documents, see EC 162 701-707.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Athletics, Elementary Secondary Education, \*Mental Retardation, Task Analysis, \*Teaching Methods

Identifiers—\*Bowling, \*Special Olympics  
The manual, part of a series on Special Olympics

Sports Skills Instructional Programs, presents ideas for coaching and teaching bowling skills to mentally retarded persons. An overview introduces the sport and lists long-term goals, short-term objectives, and benefits. Warm up exercises are followed by two levels of skill instruction for rolling, grip, stance, arm swing, four step, and straight ball delivery. Skills are presented via task analysis—detailed steps that the student must master in order to demonstrate proficiency in that skill. Sports Skill Assessments are included for measuring the student's present level of functioning within the sport or skill. Additional sections focus on rules and sportsmanship. Modifications and adaptations are considered along with suggestions on infusing bowling skills into the academic curriculum. Skills sheets for recording progress are included. (CL)

ED 245 430 EC 162 707

**Basketball: Special Olympics Sports Skills Instructional Program.**

Special Olympics, Inc., Washington, DC.  
Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date—[83]  
Note—62p.; For related documents, see EC 162 701-706.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Athletics, \*Basketball, Elementary Secondary Education, \*Mental Retardation, Physical Activities, Teaching Methods  
Identifiers—\*Special Olympics

One of a series of coaching guides for Special Olympics Sports Skills Instructional Programs, this booklet focuses on basketball instruction for mentally retarded persons. An initial section introduces the sport and discusses general coaching ideas. Goals, objectives, and benefits are listed along with information on clothing and court preparation. Following a description of warmup activities, teaching methods and assessment measures are provided for two levels of basketball skills in the following areas: passing, catching, dribbling, shooting, rebounding, and defensive play. Additional aspects addressed include team tactics, rules, and sportsmanship. The guide concludes with information on modifications and adaptations, ideas for infusing the sport skills into the academic program, and recordkeeping. (CL)

ED 245 431 EC 162 708

**Sheeley, Eugene C. McQuiddy, Doris**  
**Steps Toward Effective Production of Speech**

(STEPS): No. 3—Words and Meanings: Helping the Deaf-Blind Child.

Alabama Univ., University. Dept. of Communicative Disorders; Partlow State School, Tuscaloosa, Ala.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—82  
Note—74p.; For STEPS booklets 1 and 2, see ED 204 973-974; for STEPS booklets 4-7, see EC 162 709-712.

Available from—Southeast Regional Center for Deaf-Blind Children, P.O. Box 698, Talladega, AL 35160.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communication Aids (for Disabled), \*Deaf Blind, Definitions, Elementary Secondary Education, Federal Legislation, \*Hearing Aids, \*Low Vision Aids, Medical Services, Sensory Training, Speech Skills, Therapy

Part of a series of booklets for parents of deaf-blind children prepared by Project STEPS (Steps Toward Effective Production of Speech), this booklet contains a list of words and their meanings and is designed to promote understanding about hearing and vision loss. The roles of professionals working with deaf-blind children are explained. The range of programs and services for this population—from early intervention through sheltered workshops—is briefly considered. Medical treatments, such as irrigation of the ear and cataract surgery, are noted. Information is offered on hearing aids and vision aids. A section on training and teaching covers Public Law 94-142 (the Education For All Handicapped Children Act), approaches to changing behavior, sense training, communication, and special sources of help, such as occupational and physical therapy, mobility training and orienta-

tion. A glossary presents approximately 150 definitions of frequently used terms. Throughout the text, terms for which definitions are provided are indicated by boldface or italic print. (CL)

ED 245 432 EC 162 709

**Sheeley, Eugene C. McQuiddy, Doris**  
**Steps Toward Effective Production of Speech**

(STEPS): No. 4—General Information for Parents of a Deaf-Blind Child.

Alabama Univ., University. Dept. of Communicative Disorders; Partlow State School, Tuscaloosa, Ala.

Pub Date—83  
Note—52p.; For STEPS booklets 1 and 2, see ED 204 973-974; for STEPS booklets 3-7, see EC 162 708-712.

Available from—Southeast Regional Center for Deaf-Blind Children, P.O. Box 698, Talladega, AL 35160.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Deaf Blind, Multiple Disabilities, Parent Attitudes, \*Parent Child Relationship, Parent Materials, Parent Role, Student Characteristics

The booklet, one of a series of guides developed by Project STEPS (Steps Toward Effective Production of Speech), presents information for parents and deaf-blind children. Total deafness and blindness are considered, as are the nature of deaf-blindness and its special problems (e.g., eating problems, mannerisms or self stimulating behaviors). Parents are offered suggestions for obtaining medical services, talking to the child, establishing routines, and taking time for themselves. Descriptions of resource people (including social workers and otologists) and groups (such as vocational rehabilitation and service clubs) are given. The booklet concludes with brief portraits of four individuals who are deaf-blind. (CL)

ED 245 433 EC 162 710

**Sheeley, Eugene C. McQuiddy, Doris**  
**Steps Toward Effective Production of Speech**

(STEPS): No. 5—How to Take Care of a Hearing Aid.

Alabama Univ., University. Dept. of Communicative Disorders; Partlow State School, Tuscaloosa, Ala.

Pub Date—83  
Note—57p.; For STEPS booklets 1 and 2, see ED 204 973-974; for STEPS booklets 3-7, see EC 162 708-712.

Available from—Southeast Regional Center for Deaf-Blind Children, P.O. Box 698, Talladega, AL 35160.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, \*Hearing Aids, \*Hearing Impairments, Parent Materials

The booklet, one of a series of guides for parents of deaf-blind children developed by Project STEPS (Steps Toward Effective Production of Speech), gives parents practical suggestions for caring for their deaf-blind child's hearing aid. An initial section provides basic information on hearing aid function and care. Specific care ideas are provided for the aid's earmolds and batteries. Parents are advised about tasks to perform everyday (inspect it, listen to it, check the volume and tone, set it at the correct volume, and take it off properly). Troubleshooting suggestions are offered regarding such problems as no sound, whistling or feedback, noise, unclear speech, and too soft speech. The booklet concludes with illustrations and descriptions of special hearing aids. (CL)

ED 245 434 EC 162 711

**Sheeley, Eugene C. McQuiddy, Doris**  
**Steps Toward Effective Production of Speech**

(STEPS): No. 6—Rewards and How to Use Them.

Alabama Univ., University. Dept. of Communicative Disorders; Partlow State School, Tuscaloosa, Ala.

Pub Date—84  
Note—48p.; For STEPS booklets 1 and 2, see ED 204 973-974; for STEPS booklets 3-7, see EC 162 708-712.

Available from—Southeast Regional Center for Deaf-Blind Children, P.O. Box 698, Talladega, AL 35160.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Change, \*Behavior Modification, \*Deaf Blind, Elementary Secondary Education, Multiple Disabilities, Parent Materials, \*Reinforcement

This guide, part of a series of booklets for parents of deaf-blind children developed by Project STEP (Steps Toward Effective Production of Speech), considers the use of rewards in shaping or changing the behavior of deaf-blind children. The types of rewards (e.g., food, drink, touch, action, something to listen to or look at) and selection of appropriate rewards are covered in an initial part of the booklet. Examples of ways in which rewards can help parents with children who do not like to be touched, who have inappropriate mannerisms, and who don't like solid food are described. Considerations in shaping, and writing objectives are addressed. Definitions of 16 relevant terms (such as continuous reinforcement, goals, objectives, and successive approximation) conclude the booklet. (CL)

ED 245 435 EC 162 712

**Sheeley, Eugene C. McQuiddy, Doris**  
**Steps Toward Effective Production of Speech**

(STEPS): No. 7—How to Take Care of Glasses.

Partlow State School, Tuscaloosa, Ala.

Pub Date—84

Note—33p.; For STEPS booklets 1 and 2, see ED 204 973-974; for STEPS booklets 3-6, see EC 162 708-711.

Available from—Southeast Regional Center for Deaf-Blind Children, P.O. Box 698, Talladega, AL 35160.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Deaf Blind, Elementary Secondary Education, Parent Materials, \*Sensory Aids, \*Vision

Identifiers—\*Eyeglasses

This guide, one of a series of booklets developed by Project STEPS (Steps Toward Effective Production of Speech), presents guidelines for parents of deaf-blind children regarding the care of eyeglasses. Basic concerns with glasses and contact lenses are noted and parents are advised to perform the following daily tasks: checking the frames, washing and checking the lenses, checking the fit, and removing the glasses. Ideas are offered for correcting such problems as loose or crooked glasses; scratched lenses; cracked, broken, or missing lenses; tint problems; and skin problems. Equipment needs are noted. (CL)

ED 245 436 EC 162 713

**McCall, Robert B.**  
**A Parent's Guide to Learning and School Problems.**

Boys Town, NE. Communications and Public Service Div.

Pub Date—[84]

Note—12p.

Available from—Boys Town, Communication and Public Service Division, Boys Town, NE 68010.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Elementary Education, Home Programs, \*Learning Disabilities, Parent Child Relationship, Parent Materials, \*Parent Role, \*Parent School Relationship

The booklet is intended to serve as a guide for parents who think that their children may have learning and school problems. Initial sections explain the nature of learning disabilities, describe common signs (such as problems with physical activities and with tasks that require a specific order or sequence), and briefly discuss the lack of clear evidence about causes for learning disabilities. Suggestions are made for parental action at the first serious suspicion of learning disabilities. The effectiveness of dietary, drug, and behavioral treatments are briefly analyzed. Parents are urged to coordinate their child's educational program and to complement that program by a home approach that features specific directions, help with organization, learning how to learn, repetition, cooperation with the school, clear rules and consequences, patience and firmness with impulsive or negative behavior, emphasis on success, and a supportive parent-child relationship. (CL)

ED 245 437 EC 162 714

**Clarizio, Harvey F. Mehrens, William A.**  
**Identification and Programming for the Gifted:**

Some Limitations of Guilford's Structure of Intellect Model. Draft.

Pub Date—Apr 84

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Development, Elementary Secondary Education, \*Gifted, Intellectual Development, \*Models

Identifiers—\*Structure of Intellect

The paper critically analyzes the research and promotional literature on J. Guilford's Structure of Intellect (SOI) model as it relates to the cognitive functioning of gifted students and evaluates the implications of this analysis for the counselor's role in the identification and programming of gifted students. The review is written from developmental and measurement bases and covers materials published by the SOI Institute, workshop materials from districts using SOI materials, and professional research literature. It is concluded that the SOI promotional literature promises far more than it has delivered and that severe psychometric limitations seriously limit the SOI model's usefulness. Limitations center on the lack of reliable assignment of test items to SOI categories, unreliable difference scores, and the lack of adequate validity evidence for differential treatment effects. (Author/CL)

ED 245 438

EC 162 715

Hohn, Robert L. Brownlee, Jean

Recent Graduate's Ratings of Their Training and Current Role in the Education of Mainstreamed Children.

Pub Date—[81]

Note—19p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Disabilities, Higher Education, \*Mainstreaming, \*Preservice Teacher Education, Secondary Education, \*Teacher Attitudes, \*Teacher Education Programs, \*Teacher Role

The evaluation of 45 recent bachelor's degree graduates of non special education teacher preparation programs employed questionnaire and interview measures of both teachers and their respective building principals. Teachers were asked to evaluate their pre-service training program in preparing them to teach in mainstreamed classrooms, their own competence in teaching handicapped pupils and their current role in the special education process. Principals independently assessed their teacher's competence, described their view of the teacher's role in the education of the exceptional child and provided suggestions as to what pre-service training should include. Both teachers and principals agreed that there should be greater interaction between prospective teachers and exceptional children during training, particularly through participation in IEP (individualized education program) conferences. Self-ratings of teacher competence were positively correlated with amount of exposure to handicapped children during training. Principal ratings of their teacher's competence validated teacher self-ratings in all categories except that of contributing to IEP conferences. Description of current roles of teachers revealed that principals did not expect their teachers to take an active part in the instruction of exceptional children, relying instead on the special education teacher to administer the IEP. Teachers reported little involvement in the planning, conduct and administration of programs for handicapped learners, other than initial referral. This discrepancy between actual role and expectation of teacher training programs was greatest for secondary level teachers. (Author)

ED 245 439

EC 162 716

Connard, Patricia A. Dill, Calvin F.

Secondary Education Teachers' Perceptions of Their Professional Role Regarding Implications of Public Law 94-142.

Pub Date—[84]

Note—23p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, \*Knowledge Level, \*Preservice Teacher Education, Secondary Education, \*Special Education, \*Teacher Attitudes, Teaching Skills

Identifiers—\*Education for All Handicapped Children Act

To determine the impact of preservice education

on students qualifying for secondary certification and secondary teachers' perceived knowledge and attitudes and actual experiences related to P.L. 94-142 (The Education For All Handicapped Children Act), 114 students qualifying for secondary certification and 56 regular secondary classroom teachers completed questionnaires. Measures of central tendency, analyses of variance and Scheffe post hoc analyses were used to compare groups. Results indicated no significant differences between preservice students in secondary education and secondary teachers in perceived knowledge, attitudes, and actual experiences with the provisions and implications of P.L. 94-142. However, significant differences did exist between special education and the other four areas: health education, fine arts, vocational education, and general education. Findings indicated that preservice secondary students enter the profession with perceptions and experiences similar to secondary teachers in the field. It is concluded that university teacher preparation faculty and public school administrators need to address jointly the unique needs of mainstreaming handicapped students at the secondary level. (Author/CL)

ED 245 440

EC 162 717

Magrab, Phyllis And Others

Developing a Community Team: A Companion to the Community Workbook for Collaborative Services to Preschool Handicapped Children.

American Association of Univ. Affiliated Programs for the Developmentally Disabled, Washington, DC.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—[81]

Grant—54-P-71476/3-02

Note—43p.; Prepared for the HEW Interagency Task Force. This document is a companion to ED 223 055, "Community Workbook for Collaborative Services to Preschool Handicapped Children."

Available from—Georgetown University Hospital, Child Development Center, Room CG-52, Bldg. 3800 Reservoir Road, N.W., Washington, DC 20007 (\$3.00 plus \$0.75 postage and handling).

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Community Programs, \*Community Resources, \*Cooperation, \*Disabilities, Group Dynamics, Needs Assessment, Preschool Education, Program Development, \*Teamwork

Four papers focus on the processes involved in developing a community team for providing services to handicapped preschoolers. Jerry Elder and Elynor Kazak review steps in beginning a community team approach in "Getting Started," including the mechanics of planning and conducting an initial meeting to explain the advantages of collaborative planning and service delivery. "Developing An Understanding of the Community," by Ronald Wiegink, considers problems and issues involved in determining the service needs of a community. John Pelosi, in "Planning for Action," describes the steps to be taken for the eventual specification of goal statements based on specific problem areas. In the final paper, "Human Factors in Interagency Teams," Phyllis Magrab addresses such topics as leadership, role clarification, and group atmosphere and the decisionmaking process. (CL)

ED 245 441

EC 162 718

Gonwa, Jim Clary, Joan Turner

A Mental Disabilities Curriculum Framework.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date—Mar 84

Note—60p.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Art, Career Education, Citizenship, Communication Skills, \*Curriculum Development, Elementary Secondary Education, Family Life, Health, Interpersonal Competence, Leisure Time, Mathematics, \*Mild Mental Retardation, Money Management, Physical Education, Preschool Education, Reading, Safety, Science Instruction, Time, Travel Training, Writing (Composition)

The framework is intended to help staff develop curricula for mildly mentally retarded students in special and regular education and assist both educators and parents in evaluating the curricula. Distinctions between a curriculum and a framework are

made. The proposed framework describes essential skills, competencies, and concepts necessary for effective school, home, and community functioning. The framework is designed to help define the scope, continuity, and sequence of curricula. The following subject areas are addressed in the framework, with specific entries listed for preschool, primary, intermediate, junior high, and secondary levels: art, career education, citizenship, communication, family living, health, home management, leisure skills, math skills, measurement, money, music, personal living skills, physical education, reading, safety, science, social skills, time, travel, and writing. (CL)

ED 245 442

EC 162 719

Healey, Judith K. And Others

Gifted Children: Nurturing a Resource 1978-1982. A Description and Assessment of a Foundation Program in Youth Education. A Youth Education Report.

Northwest Area Foundation, St. Paul, Minn.

Pub Date—84

Note—82p.

Pub Type—Reference Materials — Directories/Catalogs (132) — Reports — Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Financial Support, \*Foundation Programs, \*Gifted, \*Program Descriptions

The booklet reports on gifted education projects funded over a 5-year period by the Northwest Area Foundation. In part one of the document, the projects are listed according to year of funding, with information on the following aspects: amount of funding, title of project, address and telephone number, and a brief description. Projects initially focused on curriculum development, implementation of methods of identification, and teacher and parent education; however, funding emphasis switched in later years to projects that encouraged involvement of business and industry, and the development of parent advocacy networks. Part two of the booklet, an assessment of program impact, evaluates separate state programs for Washington, Oregon, Minnesota, and Iowa, as well as the overall program and the Foundation's experimental process in using regional units as local agents. (CL)

ED 245 443

EC 162 721

Levy, Joel M. Levy, Philip H.

Normalization: Challenges and Dilemmas.

Young Adult Inst. & Workshop, Inc., New York, NY.

Pub Date—Nov 83

Note—13p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Developmental Disabilities, \*Financial Policy, \*Mental Retardation, \*Normalization (Handicapped), \*Public Policy

The presentation addresses the meaning of normalization and the dilemmas and challenges that confront social service professionals involved in attempting to incorporate the normalization principle into day treatment programs for mentally retarded and developmentally disabled persons. Effects of the current conservatism in governmental and social thinking are considered. Shortages are cited in community-based family support services, services for multiply handicapped mentally retarded, and services for handicapped persons beyond age 21. Financial constraints and poor planning are noted, as are some governmental programs that foster a sense of dependence, thereby hindering normalization progress. The effects of fickle public opinion and attitudes are also briefly touched upon. It is concluded that professionals and agency heads have a responsibility in helping to shape public attitudes and policy toward normalization. (CL)

ED 245 444

EC 162 722

Educational Assessment: A Guide for Teachers of the Learning Disabled.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Sep 83

Note—87p.

Pub Type—Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Classroom Observation Techniques, Definitions, Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, Eli-



gibility, Evaluation Methods, \*Handicap Identification, \*Learning Disabilities, Records (Forms), \*Student Evaluation, \*Testing  
Identifiers—Wisconsin

The guide was intended for use by teachers of learning disabled students involved in assessment procedures. A philosophical framework, in which assessment is viewed in the ongoing team process, is followed by review of Wisconsin's rules on the identification of learning disabilities. A report format is presented as an outline for consolidating information in the assessment process. Sample formats follow for classroom teacher reports (including specific performance summaries and referring teachers' behavioral checklists). Classroom observation forms include guidelines for measuring the educational environment and student behavior. Multidisciplinary team guides focus on eligibility criteria while additional guidelines address the role and functions of diagnostic teaching. A section on testing considers underlying assumptions, notes things the evaluator should look for during testing, and lists tests in major academic areas. A chart depicts information on the technical adequacy (norms, reliability, and validity) of intelligence, achievement, perceptual-motor, behavior, personality, adaptive behavior, and language tests. Two final sections list readings on assessment and define commonly used terms. (CL)

ED 245 445

EC 162 723

Lowenthal, Barbara

The Preschool Education Program of School District 21.

Pub Date—[84]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Handicap Identification, Individualized Education Programs, \*Intervention, \*Parent Participation, Parent School Relationship, \*Preschool Education, Program Descriptions, Program Effectiveness, \*Self Concept, Student Evaluation  
Identifiers—Illinois (Wheeling)

A preschool intervention program for handicapped children in Wheeling, Illinois provides a noncategorical approach to developing positive self-concepts, which are thought to lead to greater success in learning. Referrals of children at risk for developmental delay come from a variety of sources, including parents, doctors, hospitals, and vision and hearing professionals performing screening in the district. An Individualized Education Program is written for each child in the program, with objectives specified for language, motor coordination and other basic skills. Evaluations of the children and the program are ongoing. Followup of former project students revealed that 36% were involved in regular classes. A component of the program that involves parents features such aspects as parent observation and participation, workshops, and parent study groups. (CL)

ED 245 446

EC 162 724

Zarnegar, Zohreh Hovevar, Dennis

Components of Original Thinking in Gifted Children.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Conference of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, \*Creativity, \*Gifted, Intermediate Grades

The dimensionality of original thinking in gifted children was investigated using measures designed to control for the ideational fluency/originality confounding and for task ambiguity in 315 gifted fourth to sixth graders. Se were instructed to give only one response on each originality task rather than to give as many as possible and were encouraged, as part of the instructions to the task, to be original. Results indicated that original thinking was conceptually distinct from intelligence. However, evidence for a general originality factor was mixed. Alternative procedures for controlling the fluency/originality confounding are suggested and theoretical and methodological implications are discussed. (Author/CL)

ED 245 447

EC 162 725

R&amp;D Speaks: Special Education, Conference Pro-

ceedings (3rd, Austin, Texas, September 20-21, 1979).

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Grant—OB-NIE-G-78-0208

Note—99p.; Conference planned and sponsored by the SEDL Regional Exchange Project.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior Problems, \*Disabilities, Elementary Secondary Education, Individualized Education Programs, Intervention, Mainstreaming, Parent Child Relationship, Parent Teacher Cooperation, \*Special Education

Summaries of five papers from a 1979 conference on special education are presented. "Adapting and Managing the Environment for Mainstreaming," presented by D. Bricker-Derkacz, briefly considers factors in structuring a multisensory environment: orientation, adaptation, boundaries, and designing specific activities. In "Communicating with Parents of Handicapped Children," J. Evans presents background information on issues and possible problems in working with parents of handicapped children and suggests techniques and activities for teacher inservice training. A presentation by M. Grace, "Individualized Education Programs" (IEPs), follows, with a description of the components and development of IEPs and noting ways to make IEPs usable to teachers. A fourth paper, "Driving Children Sane," by A. Ginnott considers the damaging effects of carelessly used words and criticism. The final paper, "Handling Behavior Problems and Communicating with Children," by J. Evans et al, discusses intervention and prevention techniques. Conference evaluation data are included. (CL)

ED 245 448

EC 162 726

New Jersey State Plan for Services to Persons with Developmental Disabilities, 1984-1986.

New Jersey State Developmental Disabilities Council, Trenton.

Pub Date—[84]

Note—91p.; For related document, see ED 231 123.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Definitions, Delivery Systems, \*Developmental Disabilities, Elementary Secondary Education, Program Implementation, \*State Agencies, \*State Programs, \*State Standards

Identifiers—\*New Jersey

The state plan outlines standards and procedures for providing educational and other services to developmentally disabled persons in New Jersey. The first section defines developmental disabilities (DD) and considers how many people have DD, how DD affect individuals, and the purposes of the Developmental Disabilities Basic State Grant Program. Section 2 outlines the composition and function of the New Jersey Developmental Disabilities Council. In section 3, the implementation role of the State Division of Mental Retardation as the administering agency for the Developmental Disabilities Program in New Jersey is set forth in a school year chronology. Section 4 describes a variety of agencies comprising the network of services for developmentally disabled persons, including the Departments of Education, Health, and Human Services. Also listed in the section are priority service areas. Sections 5 and 6 list the Council's goals, objectives, activities and budget as well as assurances. Section 7, attachments, consists of a list of agencies included in a private agency survey and a letter of approval from New Jersey's governor indicating that New Jersey's State Plan is consistent with other state plans and programs. (CL)

ED 245 449

EC 162 727

Bradfield, Robert H. And Others

Perceptual Assessment: Superstition or Truth. A Report to Implement Assembly Bill 933.

San Francisco State Univ., CA. Dept. of Special Education.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date—Nov 83

Contract—0761

Note—167p.; Appendix 6 removed, some tables may not reproduce.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Emotional Disturbances, \*Handicap Identification, Interdisciplinary Approach, Learning Disabilities, Mental Retardation, \*Perceptual Handicaps, \*Student Evaluation, \*Student Placement

The project, mandated by the California State Legislature, selected 61 children (7-14 years old) identified as mentally retarded, emotionally disturbed, or learning disabled in five school districts to examine the process of identifying children with exceptional needs and the extent of misdiagnosis. Independent assessments were performed by evaluation teams composed of neurologists, pediatricians, ophthalmologists, audiologists, optometrists, and educators. Among findings were that marked differences occurred in the evaluations of team members regarding the adequacy of existing assessments on the study children; team members identified relatively few instances of oversight in which perceptual difficulties had been overlooked in placement; the multidisciplinary assessment indicated considerable disagreement among specialties; and there was striking overall agreement regarding whether or not the individualized education programs were appropriate. Three recommendations were produced, including that testing for central auditory dysfunction become part of the auditory screening procedure for children in special education. (CL)

ED 245 450

EC 162 728

Towner, Arthurlene G.

Emotionally Disturbed Hearing-Impaired Students in California: Their Needs, Assessment Procedures, and Current Program Effectiveness.

San Francisco State Univ., CA. Dept. of Special Education.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date—Dec 83

Grant—38-3651-B636-82

Note—116p.; Tables may not reproduce. Print is broken in parts.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, Cooperation, Delivery Systems, Elementary Secondary Education, \*Emotional Disturbances, Emotional Problems, \*Handicap Identification, \*Hearing Impairments, Incidence, Mental Health Programs, \*Multiple Disabilities

The study was designed to identify hearing impaired persons (3-21 years old) with emotional disturbances and to examine assessment and intervention approaches. Questionnaires and behavior checklists were completed by 116 public and private agencies serving school age hearing impaired students. Among findings were the following: Ss generally felt the federal definition of emotional disturbances was acceptable for identifying hearing impaired-emotionally disturbed persons; hearing impaired-emotionally disturbed persons most commonly exhibited problems in interpersonal relationships; Ss estimated the emotionally disturbed-hearing impaired population to range between 21-24% of the hearing impaired population; most agencies do not contract with other agencies to provide services (most frequently identified as testing, parent counseling, and opportunities for mainstreamed placement); and the most desired service additions included consultative mental health services for teachers, group homes and/or respite care, and a curriculum specifically designed for the emotionally disturbed-hearing impaired population. Recommendations called for increased training for mental health and education personnel and for collaboration among educational and mental health agencies. (CL)

ED 245 451

EC 162 729

Schaffer, D. Sue

Child Success through Parent Training: Final Report, 1980-1983.

Texas Woman's Univ., Denton.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—84

Contract—IAC(82-83)-1844; IAC(84-85)-0534

Grant—G008000206

Note—41p.; Additional financial support was received from the Early Childhood Intervention Program of Texas.

Available from—Texas Woman's University,

School of Physical Therapy, P.O. Box 22487, Denton, Texas 76204.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Infants, \*Models, Parent-Child Relationship, \*Parent Education, \*Parent Role, Program Effectiveness, Program Evaluation, Young Children

The report describes the model and evaluation results of a project serving birth to 3-year-old developmentally delayed/handicapped children through a parent training approach. The transdisciplinary program featured center and home visits to train parents in all activities of assessment, planning, and intervention activities. Parents were to become managers of their child's program plan. The organizational structure included four program instructors representing physical, occupational, and speech therapy as well as social work. Team development focused on staff training and parent training. Strategies found to be most successful included immediate interpretation of child assessment results after testing, establishment of a toy and lending library, and flexibility. The project featured ongoing evaluation of its effectiveness through assessment of child and parent progress. Program successes included reaching children early, communicating with the medical community, and demonstrating significant child gains across a broad spectrum of developmental areas. (CL)

ED 245 452

EC 162 730

Sasso, Gary M. And Others

**The Use of Multiple Procedures in the Integration of Students with Severe Handicapping Conditions.**

Pub Date—Nov 83

Note—38p; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, \*Interaction, \*Interpersonal Competence, \*Mainstreaming, \*Severe Disabilities, Socialization, \*Student Attitudes

To make integration of severely handicapped students successful, efforts should be carried out jointly by regular and special educators and include programs for both regular and special education students. Suggestions are provided for developing and implementing curricular interventions, structured interaction activities, and social skill training. A training format for social skills training lists nine objectives, and an example of a lunchtime interaction training program with four adolescent males diagnosed as schizophrenic or autistic is provided. A description of an investigation of the effectiveness of multiple integration efforts (curricular intervention, interaction activities, and social skill acquisition) on the attitudes and behavior of nonhandicapped students is also presented. Six severely handicapped autistic children, ages 8-10, and third grade students housed in the same school (but not receiving special educational services) served as the subjects. Results revealed that the socialization training program resulted in significant differences for severely handicapped target and control Ss, and that the information plus experience treatment resulted in increased interactions by nonhandicapped with severely handicapped students. (CL)

ED 245 453

EC 162 731

May, Deborah C. McKenney, Sheila

**Maintaining Appropriate Body Positions through the Use of a Motivating Electronic Device.**

Pub Date—Nov 83

Note—14p; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Contingency Management, Electromechanical Aids, Multiple Disabilities, Physical Development, \*Reinforcement, \*Severe Disabilities, Severe Mental Retardation

An 11-year-old spastic quadriplegic girl functioning at the profound level of mental retardation was exposed to contingent reinforcement for holding her head in an upright position. The subject, who had minimal voluntary movement and had to be

properly positioned to inhibit abnormal reflex patterns, was observed while prone over a wedge bolster and while in her adaptive wheelchair. A mercury switch attached to a headband was connected to a cassette tape recorder which played a favorite tape while her head was held up. Though the first position, over a bolster, was judged to be too difficult for her to maintain head control for any period of time, she made significant increases in holding her head up in the wheelchair. When the switch was disconnected, the amount of head upright time decreased, indicating that the music provided motivation for her to attempt independent head control. (CL)

ED 245 454

EC 162 732

Nash, Tina Eaton And Others

**Service Delivery to Young Handicapped Children in Rural Areas: A Review of Issues and Practices.**

Pub Date—Nov 83

Note—26p; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Delivery Systems, \*Disabilities, Federal Programs, Financial Policy, \*Models, Preschool Education, \*Rural Areas, Staff Role, Transportation

The paper examines barriers faced by educators and administrators in serving young handicapped children in rural areas and suggests approaches to overcoming these barriers. Among problems identified are transportation; funding shortages due to a lower tax base and higher levels of poverty; unemployment, and seasonal employment; staff shortages; isolation leading to high turnover and unavailability of parent support groups; and resistance to change. Federal resources targeted for this population, including the Handicapped Children's Early Education Program and project Headstart, are briefly summarized. Five program models developed to serve one or more problems in service delivery to young handicapped children in rural areas are identified (including the Portage project, the Coopertown Model, and the Macomb O-3 Rural Project). Program components that have successfully dealt with problems in transportation, funding, staffing, and isolation are noted. (CL)

ED 245 455

EC 162 733

Berkell, Dianne E. LeWinter, Michael

**Community Based Training for Severely Handicapped Students.**

Pub Date—Nov 83

Note—15p; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Planning, \*Community Programs, \*Daily Living Skills, Elementary Secondary Education, \*Severe Disabilities, Skill Development

Community based instruction for severely handicapped students is a central way of enhancing independent living skills in the student's natural environment. Teaching skills in the settings in which students will be required to use them helps to facilitate the development of both skill acquisition and skill generalization. On-site instruction further reduces the probability of teaching irrelevant prerequisite skills and helps teachers become aware of variables that may interfere with skill acquisition. Neighborhood exposure helps handicapped students to develop appropriate behaviors and allows community members to become more cognizant of the needs of handicapped persons. Planning an on-site program includes conducting an ecological inventory, designing instruction through task analysis, and recording student progress. (CL)

ED 245 456

EC 162 734

Hansen, Lucy Weaver, Judy

**Strategies to Develop Communication, Mobility, and Object Manipulation Skills within the Curriculum Domains for Elementary Age Severely Handicapped Students.**

Madison Public Schools, Wis.

Pub Date—Nov 83

Note—164p; Paper presented at the Annual Con-

ference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

Available from—Madison Metropolitan School District, 545 W. Dayton, Madison, WI 53705 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Communication Skills, \*Curriculum Development, \*Diagnostic Teaching, Elementary Education, \*Multiple Disabilities, \*Physical Mobility, \*Severe Disabilities, Student Educational Objectives, Student Evaluation

The guide is intended to help teachers of severely and multiply handicapped elementary students develop curriculum and describes techniques for the systematic consideration of needs in the areas of communication, mobility, and object manipulation. An initial section focuses on assessment strategies, including the use of teacher made skill checklists in the areas of domestic skills, recreation/leisure skills, vocational skills, community skills, and communication intent. The transition from assessment to goals and objectives is next considered, followed by sample instructional programs and data sheets for such activities as the morning routine, hairbrushing, snack preparation, object/toy use, stapling, communication, and mobility. The samples are meant to serve as examples and are not designed for direct implementation. An implementation section centers on weekly and daily schedules, while two final sections provide information on data collection and approaches for including support staff and families. Appendices provide a list of definitions, sample assessment forms, and lists of resources for assessment tools, additional skills sequences, and communication programming. (CL)

ED 245 457

EC 162 735

Gillis-Olson, Marion Olson, LaDelle

**Providing Inservice Training to Paraprofessionals, Regular and Early Childhood Educators Who Are Unprepared to Work with Mainstreamed Handicapped Children.**

Pub Date—Mar 84

Note—22p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Competency Based Teacher Education, \*Disabilities, Elementary Secondary Education, \*Individualized Education Programs, \*Inservice Teacher Education, \*Mainstreaming, Paraprofessional School Personnel, Program Evaluation

Identifiers—\*Paraprofessional Training

A successful 3-year inservice training program for paraprofessionals, regular and early childhood educators was based on a modularized competency training model. Three modules were developed for each training group, with content including theoretical foundations, attitudes toward handicapped students, legislation, and planned observations of handicapped children in the classroom (module I); observation and recordkeeping, development of individualized Education Programs, development of teaching strategies based on diagnostic profiles (module II); and behavior management, resources, team participation skills (module III). The program featured training activities as well as on-site visitations to program participants by the program coordinator. Participants were found to be more confident, made positive changes in their methods of discipline, improved in their ability to observe and informally diagnose, and increased their ability to design and implement educational programs for handicapped as well as normal students. (CL)

ED 245 458

EC 162 736

**Model Sites/Special Projects Program Directory, 1977-1982.**

National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date—83

Note—174p.

Available from—National Committee Arts with the Handicapped, Education Office, John F. Kennedy Center for the Performing Arts, Washington, DC 20566 (\$5.00).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Aesthetic Education, Art Activities, \*Art Education, Dance, \*Demonstration Programs, \*Disabilities, Drama, Elementary Second-

ary Education, Music, Program Descriptions, Theater Arts, Visual Arts

The directory lists exemplary arts programs that successfully involve handicapped people as identified by the Model Site and Special Projects Programs. Model sites, which provided replicable program examples in the arts (music, dance, drama, visual arts) and special education, were selected via a comprehensive application and review process. Special Projects focused on the development of innovative curriculum materials, research projects, awareness projects, inservice and preservice training programs, and other arts-related projects. Projects and model sites are listed alphabetically according to sponsoring agencies. Entries include a brief summary and funding history along with information on characteristics (handicapping condition, level, setting, art form, focus, and geographic setting), currently available materials, and a brief reflection on the effectiveness of the site/program. (CL)

ED 245 459 EC 162 737

Fagan, Carol Anne Gurry, Susan E.  
Exceptional Children and Respite Care: Parents' Perspectives.

Pub Date—[81]

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Home Programs, \*Multiple Disabilities, \*Parents, Program Descriptions, Program Evaluation, \*Respite Care, \*Severe Disabilities

Identifiers—Massachusetts (Cambridge)

A home-based respite care program for children and young adults with severe and multiple disabilities was conceived and developed by a group of parents and community members. A needs assessment revealed the scarcity of respite care in the Cambridge, Massachusetts area. A pilot program was begun to test the model on a limited basis. Evaluation of the pilot program noted the parents' positive and enthusiastic attitudes towards it, especially regarding the competence of the workers and the flexibility of the time arrangements. A distinctive feature of the model is its Board of Directors consisting primarily of parents of disabled children, and rounded out by special needs teachers, professionals and community members. (CL)

ED 245 460 EC 162 738

Wilkins, Gail Kimmons  
Parent Training as a Service Delivery Model for 12 Month Programming.

Pub Date—Nov 83

Note—27p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983). Print is broken and light.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, \*Disabilities, Elementary Secondary Education, \*Home Programs, \*Parent Education, \*Summer Programs, \*Year Round Schools

Parent training as a service delivery model for 12-month programming is discussed. Legislation, litigation, and research concerning 12-month programming and parents as program implementers for handicapped students are reviewed. A parent training program is described, and results of a study using the program as a 12-month service delivery model showed less regression, shorter recoupment time, and increased skill levels for handicapped students over the summer break in programming. Comparison with students who did not have 12 month service delivery indicated more regression, a longer recoupment time, and fewer increases in skill levels. (Author/CL)

ED 245 461 EC 162 739

Evaluation of Community Residential Programs for Mentally Retarded Persons.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—11 Feb 83

Note—110p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Financial Policy, Mental Retardation, \*Residential Programs, \*State Legislation, \*State Programs, \*State Standards

Identifiers—\*Minnesota

The report evaluates how Minnesota plans, regu-

lates, and finances residential services for mentally retarded persons. The first chapter reviews descriptive findings about the mentally retarded population in the state and notes that despite a decline in the number of state hospital residents, the total number of retarded persons in long-term care settings (state hospitals and the community) has steadily increased. Chapter 2 analyzes the planning and regulation, by state agencies, of community residential programs and notes areas of ineffectiveness. Chapter 3 covers the Department of Public Welfare's Rule 52, by which reimbursement rates for residential services are set. It is recommended that Rule 52 be revised, and that administrative problems be addressed as well. In the final chapter, policy aspects are described and recommendations are made for increased residential alternatives, and limited development of new state residential facilities. (CL)

ED 245 462 EC 162 741

Baumgarten, Allan And Others  
Evaluation of Sheltered Employment Programs.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—28 Mar 84

Note—114p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, Employment, \*Program Effectiveness, \*Sheltered Workshops, State Agencies, \*State Programs, \*Vocational Rehabilitation

Identifiers—\*Minnesota

The report evaluates the functions and effectiveness of sheltered workshops for handicapped students in Minnesota. The initial chapter reviews the history of the workshops, discusses participation in state workshops, describes programs and services of vocational rehabilitation, and summarizes funding of rehabilitation facilities. A chapter on client outcomes focuses on comparisons with other state rehabilitation agencies, movement toward competitive employment, wages and benefits, and closures during 1983. Recommendations are made for changing the emphasis from work adjustment programs for sheltered workshops to programs teaching job skills geared toward competitive employment. A chapter on vocational rehabilitation funding of sheltered workshops addresses the application of the Minnesota Division of Vocational Rehabilitation (DVR) funding formula. Recommendations include the need to amend existing state laws to expand the definition of sheltered employment programs. A final chapter on leadership and oversight on the part of the DVR assesses that agency's performance in funding programs, certifying workshops' programs, evaluating the performance of sheltered workshops, and providing leadership in work and training model development. (CL)

ED 245 463 EC 162 742

Gurry, Susan

Peer Tutoring and the Severe Special Needs Student: A Model High School Program.

Pub Date—84

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Mainstreaming, Peer Acceptance, \*Peer Teaching, Program Descriptions, Program Development, Secondary Education, \*Severe Disabilities, \*Tutoring

Project Mainstream, a regional program for adolescents with severe special needs, aimed for maximum integration through involving students in common activities. A peer tutoring program was implemented based on needs of high school students for involvement, information, instruction, independence, and interaction. Peer tutors were instructed regarding behavior modification, data-keeping, emergency procedures, leisure and communication skills, performance levels, and individual differences. Beginning with one-to-one experiences, peer tutors gradually expanded to small group activities. The program was designed to be beneficial to both tutors and the handicapped students. The program helped to increase knowledge and acceptance of students with severe special needs. (CL)

ED 245 464 EC 162 743

Stein, Debra K. And Others

Relative Recency Judgments in Learning Disabled Children: A Semi-Automatic Process.

Pub Date—83

Note—13p.; Paper presented at the Meeting of the

Midwestern Psychological Association (Chicago, IL, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attention, \*Cognitive Development, Elementary Education, \*Learning Disabilities, \*Memory, Time Factors (Learning), \*Time Perspective

The ability of 20 learning disabled (LD) and 20 non-LD students (mean age of 9 years) to process temporal order information was assessed by employing a relative recency judgment task. Ss were administered lists composed of pictures of everyday objects and were then asked to indicate which item appeared latest on the list (that is, most recently). Non-LD Ss made significantly more correct recency judgments than LD Ss. Objects appearing on different color backgrounds were more easily judged than objects appearing on same color backgrounds. Further, there was an interaction between population and background condition: LD Ss made a smaller number of correct recency judgments than non-LD Ss in the same color background condition. It is concluded that although the ability to encode relative recency information may be an automatic process, the ability to make judgments of relative recency may depend more upon the nature of the events being encoded and the situations in which the judgments are being made. (CL)

ED 245 465 EC 162 744

Bradshaw, Nancy

Ideas for the Parent Volunteer: Activities for the Gifted.

Pub Date—84

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Creative Activities, Elementary Secondary Education, \*Gifted, Learning Activities, Parent Materials, \*Parent Role, \*Volunteers

The booklet presents suggestions for parents working as volunteers in their gifted children's classrooms. Parents are advised to allow the children to help plan and execute the activities, which are designed to be multidisciplinary, inexpensive, and adaptable. Activities described include explorations of the language, geography, and culture of India and France; creative writing projects; crossword puzzles on India and France; conflict resolution regarding the Battle of Fredericksburg in the U.S. Civil War; and writing activities (including joke writing and developing original distinctive collective nouns). (CL)

ED 245 466 EC 162 745

Huenergard, Cliff Albertson, Greg

A Computer Application for Severely Handicapped Children.

Pub Date—28 Jan 84

Note—7p.; Paper based on Presentation at the CEC/CASE National Conference and Training Workshops on Technology in Special Education (Reno, NV, January 25-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, \*Computer Assisted Instruction, \*Electromechanical Aids, Elementary Education, Physical Disabilities, \*Severe Disabilities

A severely physically disabled (quadriplegic) third grade student with high average intellectual abilities was fitted with a computer system adapted for maximum student independence. A scanner, the face of which is an integrated circuit board, was constructed to allow accessibility to the computer by a single switch operated by the student's tongue. (Details of the scanner construction and adaptation are given.) Among difficulties encountered with the system were staff anxiety, space limitations, the need for back-up equipment, the requirement of keeping abreast of new ideas, unanticipated psychological factors, and other unknown complications (such as heat buildup). Sources of equipment, periodicals, and information on organizations are listed. (CL)

ED 245 467 EC 162 746

Rogers, Cheryl Farrow, Frank

Effective State Strategies to Promote Interagency Collaboration. A Report of the Handicapped Public Policy Analysis Project. Volume 1.

Center for the Study of Social Policy, Washington, DC.



Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Oct 83

Contract—300-82-0829

Note—183p; For Volumes 2-4, see EC 162 747-749.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Agency Cooperation, \*Coordination, Delivery Systems, \*Disabilities, Elementary Secondary Education, Program Development, State Programs

State and local efforts at interagency collaboration for handicapped children are examined in a report that first describes the mandates of P.L. 94-142, The Education For All Handicapped Children Act. Effective approaches to state-level interagency collaboration in Louisiana, Delaware, Maine, New Jersey, Michigan, Rhode Island, Massachusetts, California, Maryland, Colorado, and Utah are identified. Activities described include clarifying responsibilities for handicapped students in state-operated residential programs, promoting local interagency collaboration for specific target population groups, establishing general state policy with regard to service delivery and financial responsibilities among agencies, and sharing information among agencies. Factors contributing to the effectiveness of interagency collaboration strategies are listed, including ongoing rather than one-time collaboration and attention to local follow-through. (Sample interagency agreements are appended.) (CL)

ED 245 468

EC 162 747

Farrow, Frank Rogers, Cheryl

Effective Policies in the Provision of Related Services. A Report of the Handicapped Public Policy Analysis Project. Volume 2.

Center for the Study of Social Policy, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Oct 83

Contract—300-82-0829

Note—176p; For Volumes 1-4, see EC 162 746-749.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Agency Cooperation, \*Ancillary School Services, \*Board of Education Policy, \*Disabilities, Federal Legislation, \*Financial Policy, School Policy, Shared Services, Special Education, State Departments of Education

The study documents effective state and local policies in providing related services to handicapped children as required by P.L. 94-142, The Education For All Handicapped Children Act. The areas reviewed include those state policies which clarify education agencies' responsibilities, and those which increase the resources available for related services by securing other state agencies' cooperation. The volume also examines local policies which (1) obtain resources from other human service agencies, (2) pool resources to increase the availability of services, and (3) seek to develop new programs for specific population groups such as emotionally disturbed students. Examples are given of policy implementation including state or local actions in the following localities: Michigan; Washington; California; Connecticut; Maine; Anne Arundel County, Maryland; Upper Peninsula in Michigan; Capitol Area Region, Maine; Weld County, Colorado; Independence, Missouri; and Montgomery County, Maryland. Unresolved issues concerned with related services are identified including the limits (if any) to the responsibilities of education agencies, how education agencies can meet their financial obligations to provide related services, and how to share resources with local agencies to provide related services. (DB)

ED 245 469

EC 162 748

Farrow, Frank Rogers, Cheryl

Policies Which Address Out-of-District Placements and Assure Education in the Least Restrictive Environment. A Report of the Handicapped Public Policy Analysis Project. Volume 3.

Center for the Study of Social Policy, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Oct 83

Contract—300-82-0829

Note—216p; For Volumes 1-4, see EC 162 746-749.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Deinstitutionalization (of Disabled), \*Disabilities, Elementary Secondary Education, \*Mainstreaming, State Programs, \*Student Placement

Identifiers—\*Out of District Placements

The study examines the status of providing services to children in out-of-district placements and the implementation of the least restrictive environment mandate for handicapped children. Part I reviews the statutory mandate for least restrictive placement and notes policy problems associated with the effort. Part II identifies state policies to reduce out-of-district placements (Connecticut and Maryland), assure education in the least restrictive environment (Louisiana, Florida, and California), and promote deinstitutionalization (Colorado). Local policies to promote education in the least restrictive environment are noted, including development of new less restrictive alternatives, improvement of placement decisions, change in attitudes toward the education of handicapped children, and achievement of an overall strategy for least restrictive environment. Descriptions of state and local efforts are appended. (CL)

ED 245 470

EC 162 749

Farrow, Frank

Effective State Monitoring Policies (Quality Monitoring and Monitoring of State Operated Programs). A Report of the Handicapped Public Policy Analysis Project. Volume 4.

Center for the Study of Social Policy, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Oct 83

Contract—300-82-0829

Note—108p; For volumes 1-3, see EC 162 746-748.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Disabilities, \*Educational Policy, Elementary Education, \*Evaluation Methods, Federal Legislation, State Departments of Education, \*State Standards

The report examines effective state monitoring policies in the education of handicapped children. Following a review, in part I, of the mandate in P.L. 94-142, The Education For All Handicapped Children Act, for state education agency (SEA) monitoring, part II identifies SEA policies to monitor the quality of educational programs (Nebraska, Missouri, North Carolina, California, and Oregon). In part III, SEA monitoring of parallel state agencies are described (Minnesota, Arizona, and Virginia). The growth of interest in methodologies for quality monitoring is noted; this interest exists despite diminished resources for conducting monitoring. Each of the eight state approaches is detailed in the appended material. (CL)

ED 245 471

EC 162 831

Woodrum, Diane Shuck, Annette

Applying the Diagnostic and Planning Process to the Handicapped Child.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, Needs Assessment, \*Special Education Teachers, \*Student Evaluation, \*Teacher Education

The development of assessment procedures has been influenced by P.L. 94-142 (The Education For All Handicapped Children Act), current trends in services and teaching methods, efforts to mainstream special education students, the back-to-basics movement, and trends in accountability. In order to identify specific assessment training needs for special education teachers, 60 special education and support personnel from West Virginia responded to a needs assessment survey. The survey instrument addressed the areas of screening, assessment, placement, and individualized education program formulation and implementation. Among the instruments or assessment options most often cited by respondents as those which could be utilized in the assessment-IEP formulation and implementation cycle were the Woodcock-Johnson Psychoeducational Battery, the Wechsler Intelligence Scale

For Children-Revised, and behavioral assessments. Training areas for inservice and preservice programs suggested by the survey are considered and the development of assessment competency statements is recommended. (SW)

ED 245 472

EC 162 832

Kaufman, Joanne

New Vistas in Training for the Human Services. Observations on the Paraprofessional Training Program of United Cerebral Palsy of Maryland, Inc., Montgomery College, and Charles County Community College, 1981-1984.

Pub Date—Apr 84

Note—11p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperative Programs, \*Disabilities, \*Paraprofessional Personnel, Program Descriptions

Identifiers—\*Paraprofessional Training

United Cerebral Palsy of Maryland, Montgomery College, and Charles County Community College provided a federally funded paraprofessional training project on working effectively with handicapped children. The cooperative training program consisted of academic coursework (including two required courses: "Handicapped Citizens: Human Services and Human Relations" and "Families in Crisis") and field experience (a "practicum" involving at least 340 hours of working directly with the handicapped). Instructors, most of whom were involved with community level work, drew from recent and relevant experience with the subject matter in their classroom presentations. Recommendations for the future included a statewide administrative upgrading of the entire field (to attract more men and to confer more status on the field of paraprofessional work with the disabled). Noted among additional observations was that the training program did not generally attract capable students perhaps because of low field status, poor pay, or unpredictable employment. (SW)

ED 245 473

EC 162 833

Minotti, Anthony T.

Implementing a Comprehensive Secondary Career/Vocational Program Model for LD Adolescents - Career Opportunities.

Pub Date—Apr 84

Note—15p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Education, \*Learning Disabilities, \*Prevocational Education, Program Descriptions, \*Program Implementation, Secondary Education, \*Vocational Education, Vocational Evaluation

The paper describes a career program to develop academic, social, and attitudinal skills in secondary level learning disabled students. The program philosophy focuses on the development of appropriate personal social skills, independent living skills, and career awareness through occupational guidance and preparation. The career education program takes place in four stages: career academics, career experiences, career training, and career preparation or implementation. Criteria for a vocational assessment program and objectives for individualized vocational training are outlined. A high school special education vocational program is briefly described, and various vocational training sites are considered. Also presented are lists of the roles and responsibilities of the individualized vocational teacher, the prevocational evaluator, and the vocational consultant. (SW)

ED 245 474

EC 162 834

Juul, Kristen D.

Toy Libraries for the Handicapped: An International Survey.

Pub Date—Apr 84

Note—31p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Foreign Countries, History, Preschool Education, \*Program Descriptions

tions, \*Special Libraries, \*Toys  
Identifiers—Toy Lending Libraries

A brief history of the toy library movement is offered. Programs for both handicapped and non-handicapped children in 15 countries are described and the effectiveness of such programs is considered. Two types of toy library programs are defined: the Scandinavian model, or lekotek (designed exclusively for handicapped children and their families and staffed by professionally trained personnel who combine toy lending with assessment of children's needs and parental guidance) and the Anglo-Saxon version (which is more loosely organized and relies more on charities and volunteer services). Lekotek and toy library programs are described for: Sweden, Norway, Finland, Iceland, Great Britain, Canada, the United States, Australia, New Zealand, France, Switzerland, Italy, Mauritius, Brazil, and Zimbabwe. The following are among the conclusions: lekoteks tend to have a high quality of diagnostic and remedial service, but often lack the enthusiasm and idealism of volunteers and the active involvement of parents; and the Anglo-Saxon toy libraries have the freedom and flexibility to serve all children and to address a greater variety of personal and group needs, however, volunteers often lack the skills needed to be of optimum assistance to their clients. (SW)

ED 245 475 EC 162 835

Jamieson, Bonnie And Others

**The TRIIC—Tri-I (Innovative, Integrative, Individualized) Curriculum for Mainstreaming.**  
Pub Date—Apr 84

Note—17p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, \*Disabilities, \*Individualized Education Programs, Individualized Instruction, Inservice Teacher Education, \*Mainstreaming, Preschool Education, Records (Forms), Student Evaluation  
Identifiers—\*TRIIC Curriculum

The Tri-I (Innovative, Integrative, Individualized Curriculum)—TRIIC—contains a systematic method to train preschool teachers in using the curriculum for behaviorally handicapped and/or nonhandicapped children. The curriculum is designed to aid teachers in: developing individualized goals for handicapped and nonhandicapped children (assessment/curricular linkage); selecting group lessons to accommodate the individual goals of all children; managing the behaviors of children in the group; and collecting child data to document progress. The assessment/curricular linkage component of the model involves frequent child assessment geared to developing individualized student goals. Group lessons are selected to correspond with individual objectives in three skill areas (language, gross motor, and cognitive). Group management techniques include effective group arrangement, delivery of clear directions, and conducting lessons while promoting interaction and maintaining the attention of children of different functioning levels. To maintain up-to-date individualized program plans, data are collected daily on the objectives of all handicapped children. Sample record sheets, and a sample lesson are included. (SW)

ED 245 476 EC 162 836

Bright, Eric H.

**A Vocational Program for the Trainable Mentally Handicapped in a Rural Setting.**

Pub Date—Apr 84

Note—10p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Job Skills, \*Mainstreaming, \*Moderate Mental Retardation, \*Program Descriptions, \*Reinforcement, Rural Areas, Secondary Education, \*Vocational Education

The Trainable Workshop is a vocational training program for secondary level trainable mentally handicapped students in a rural public school setting. The key component to the program is the development of students' sense of worthiness through accomplishment. The supervisor's role is to manipulate the workshop environment to reinforce and develop students' progress toward marketable skills in a work setting. Verbal reinforcement and tokens are

used as rewards, while time-out is used as punishment. Other components of the program include a series of checklists to determine students' performance levels, individual educational plans, weekly goals, and placement into community work sites. (SW)

ED 245 477 EC 162 837

Boyd, Herbert F. Johnson, G. Orville

**The Coping Style Approach to Understanding and Dealing with Behavior Disorders. I. Theory and Definitions.**

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984). For part II, see EC 162 838.

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, \*Coping, Definitions, Elementary Secondary Education, \*Emotional Disturbances, \*Models, \*Theories

The coping style model—a behaviorally oriented, cognitive approach for psychologists, counselors, and teachers to use with behaviorally disordered individuals—is described. Coping style is seen as a learned behavior based on two factors—an individual's perception of problem source and of behavioral sequences. A cube model is used to illustrate the interrelationship between the three basic types of coping styles (attack, avoidance, and withdrawal) and externalized vs. internalized perceptions. Differences in development between the externalized and internalized person are pointed out. Finally, definitions of various coping styles are offered. It is concluded that analysis of coping style is essential to planning intervention programs to help individuals learn more appropriate and acceptable behaviors for dealing with problems. (SW)

ED 245 478 EC 162 838

Johnson, G. Orville Boyd, Herbert F.

**The Coping Style Approach to Understanding and Dealing with Behavior Disorders. II. Assessment and Intervention Strategies.**

Pub Date—Apr 84

Note—8p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984). For part I, see EC 162 837.

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Coping, Elementary Secondary Education, \*Emotional Disturbances, \*Intervention, \*Projective Measures, Student Evaluation

An instrument for assessing coping style in emotionally disturbed children and adolescents is described, and intervention strategies for use once the coping style has been identified are reviewed. The "Assessment of Coping Style" instrument consists of drawings of persons interacting in various settings through which the subject can express his coping style. Intervention strategies are discussed for some behaviors commonly seen with emotionally disturbed children in the classroom. Among the techniques recommended are removing the opportunities to continue use of the same coping style and teaching alternative, more appropriate coping styles. (SW)

ED 245 479 EC 162 839

Shaw, Stan F.

**A Preservice Perspective on Quality Training in Special Education.**

Pub Date—Apr 84

Note—14p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diagnostic Teaching, \*Disabilities, Higher Education, \*Preservice Teacher Education, Professional Education, Program Descriptions, \*Special Education Teachers

Identifiers—\*University of Connecticut

The University of Connecticut's undergraduate special education program, which uses the prescriptive teaching approach to train special education teachers, is described. Student support services that help "high risk" candidates succeed in a demanding program are outlined. Program elements and evaluation criteria that provide students with the skills needed to be competent professionals are presented.

A particular focus is on program components which prepare graduates for the stressful realities facing special educators in the 1980's. Finally, efforts in the area of student evaluation are considered. (Author/SW)

ED 245 480 EC 162 840

Eiduson, Sandra Mitacek, Barbara

**Assessing the Progress of Moderately Retarded Students in Applied Academic Skills.**

Pub Date—Apr 84

Note—31p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic, \*Daily Living Skills, Elementary Secondary Education, Mathematical Concepts, \*Mild Mental Retardation, \*Moderate Mental Retardation, \*Number Concepts, Reading Tests, Spatial Ability, Student Educational Objectives, \*Student Evaluation, Writing Skills

Identifiers—\*Assessment Tool for Moderately Retarded Students

The Assessment Tool for Moderately Retarded Students in Academic Skills (1978) is designed for moderately retarded students (5-21 years) and mildly retarded students (3-14 years) who will be living in sheltered home and work settings. The assessment tool is based on a life centered curricular model concerned with developing in a sequential manner necessary living skills. A review of currently available evaluation tools reveals that some of the measures do not provide for progressive skill acquisition, or do not identify progressive objectives through the school years. The Assessment Tool for Moderately Retarded Students in Academic Skills measures student progress in six academic areas: (1) reading; (2) writing; (3) form discrimination and spatial relations; (4) number identification, number-object matching, and counting; (5) applied number skills—money; and (6) applied number skills—calendar, time, and measurement. Each academic area is broken down into basic skills necessary to master long term goals. Trends revealed from using the assessment with approximately 125 moderately retarded students over 4 years are noted. Appended are sample assessment tool items and graphs of average student profiles. (SW)

ED 245 481 EC 162 841

Bullard, Peggy McGee, Glenn

**Developing and Norming a Curriculum-Based Assessment in Reading.**

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Reading Comprehension, \*Reading Diagnosis, \*Reading Difficulties, Reading Rate, \*Reading Tests, Resource Room Programs, Testing, Test Norms  
Identifiers—\*Fairview Reading Curriculum Based Assessment

The Fairview Reading Curriculum Based Assessment (CBA), which was used in a cross categorical elementary school resource program at Fairview Elementary School in Darien, Illinois, is described. The test measures oral reading accuracy, rate and comprehension on passages taken directly from the two basal reading series used in the school. As the child reads orally, a testor records errors and uses a stopwatch to time the reading of the first 100 words of the passage. Immediately after reading, the child answers five comprehension questions for each passage. Procedures for norming the CBA are considered. Also discussed are student selection; testing; and calculation of accuracy, rate, and comprehension. Noted among findings is that improvement in reading rate will not necessarily improve comprehension. It is concluded that the CBA can be used to identify particular reading problems, for initial group placement of new students, and to identify entrance or exit criteria for resource students. Included are sample reading test passages and comprehension questions, a handout on error samples, a volunteer training session handout, and tables with statistical data. (SW)

ED 245 482 EC 162 842

Leung, Katherine

**Practical Strategies for Enhancing the Speech and Language Acquisition of Children with Communication Disorders.**

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Communication Disorders, Elementary Secondary Education, \*Hearing Impairments, \*Intervention, \*Language Acquisition, Literature Reviews, Multiple Disabilities, \*Speech Communication

Literature on the components of language and basic skills in speech acquisition is reviewed, and specific problems in communicatively disordered children, particularly hearing impaired and multihandicapped hearing impaired children, are investigated. Practical intervention strategies designed to promote intelligibility of spoken language and effective communication are offered. The development of communication skills through a multisensory approach, a musical approach, parental involvement, and peer interaction are suggested for enhancing the speech and language acquisition of hearing impaired children. (SW)

ED 245 483 EC 162 843

**Martin, Larry Lee. Martin, Sheila Love. Hyperactivity-Characteristics, Possible Causes, and Intervention Strategies.**

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Etiology, \*Hyperactivity, \*Intervention, \*Student Characteristics, \*Teaching Methods

Characteristics of hyperactive children, techniques used to quantify levels of activity, possible causes of high activity levels, and parenting/teaching techniques that may reduce such high levels of movement are considered. Hyperactivity is defined as a high degree of physical activity Florida teachers who volunteered to use the 14 recommended reactions) of hyperactivity along with corresponding treatment strategies (including drugs and diet) are listed. Treating the whole problem, instead of just medicating the child, is advocated. (SW)

ED 245 484 EC 162 844

**Van Nagel, Clement. And Others. Child Management: A Simplified System for Parents of Exceptional Children.**

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Available from—Super Learning Systems, P.O. Box 16299, Jacksonville, FL 32216 (\$12.00).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Behavior Change, \*Child Rearing, \*Disabilities, \*Models

Identifiers—\*Parent Child Accomplishment Record

Intended for parents of exceptional children, the paper presents a model for bringing a child's undesirable behavior at home under control with a minimum of time and effort. The major component of the model is the Parent-Child Accomplishment Record (PCAR), which lists five behaviors: "I followed all directions given to me on the first command," "I said only nice things," "I showed respect for others," "I was in bed by 8:00 each school night," and "I completed all my chores." Directions for using the PCAR are outlined and the main points to include in a family discussion introducing the program are discussed. Options for dealing with a child who breaks one of the five specified rules are given. Guidelines for a time out area are given, and a sample PCAR form is included. (SW)

ED 245 485 EC 162 845

**Van Nagel, Clement. Deering-Levin, Sharian. The Art of Managing Verbal Aggression in the Classroom.**

Pub Date—Apr 84

Note—38p.; Paper presented at the Annual Con-

vention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Available from—Super Learning System, P.O. Box 16299, Jacksonville, FL 32216 (\$12.00).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Aggression, Behavior Change, \*Behavior Problems, \*Classroom Techniques, Elementary Education, \*Emotional Disturbances, Exceptional Child Research, \*Learning Disabilities, Verbal Communication

An investigation of methods to manage verbal aggression in elementary level emotionally handicapped and learning disabled students in self-contained classrooms and resource rooms is reported. The bulk of the document contains a synopsis of the guide given to the 27 master's level Florida teachers who volunteered to use the 14 recommended strategies in their classrooms. Examples and results are also provided. The techniques covered are: (1) reflection—restating what the individual has just said; (2) agreeing with part of the criticism; (3) questioning for specifics; (4) bargaining or trade off; (5) choice strategy with positive consequences; (6) problems solving; (7) reality confrontation; (8) direct/firm commands; (9) broken record—the teacher repeatedly states the command or request; (10) choice strategy with negative consequences; (11) run out—teacher keeps questioning the student; (12) distraction, redirection, or humor; (13) emotional charge release; and (14) stop gap—a temporary time out. Results show that the strategies were effective in controlling and reducing student verbal aggression and defiance. Graphs showing behavior patterns of two Ss are given. (SW)

ED 245 486 EC 162 846

Hobbie, Frances R.

**The Preschool Learning Development Program: Validation Study.**

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Developmental Disabilities, Diagnostic Tests, \*Disabilities, \*Intervention, \*Models, Outcomes of Education, Preschool Education, Program Evaluation

Identifiers—\*Preschool Learning Development Program NJ

The Preschool Learning Development Program (PLD) in Long Valley, New Jersey, was designed to identify preschoolers with developmental handicaps and provide them with systematic, individualized, instructional intervention to enhance developmental rate prior to entry into public school. The PLD Program consisted of three components: candidate search, diagnostic screening and evaluation, and the individual educational prescription (IEP). A study was conducted to determine whether PLD Program participants exhibit higher developmental growth rates as measured by the PLD inventory. It was found that slow developing and handicapped preschool children who are given a focused, systematic program designed on the PLD model show significantly greater growth rates than those expected of normally developing preschoolers not exposed to such programming. (SW)

ED 245 487 EC 162 847

**Center, David B. Arnault, Lynne. Establishing and Balancing a Classroom Token Economy.**

Pub Date—Apr 84

Note—32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Classroom Techniques, \*Disabilities, Elementary Secondary Education, Feedback, Models, \*Program Design, Recordkeeping, Records (Forms), Reinforcement, \*Token Economy

The paper presents a classroom token economy system for providing classroom structure, eliminating or controlling a variety of problem behaviors, and for demonstration and teaching purposes. The first section addresses income production (payment for productive work using classroom work periods

as payment periods). A percentage method in paying for work (payment based on percent of assigned task that is correct) is recommended to circumvent the problem of disparity in income potential, and examples of payment schedules are offered. A second section addresses expenditures (the goods, services, and activities that one's income can buy). Setting rules for the classroom token economy is also considered. Techniques for balancing the economy are outlined in another section. Subsequent sections cover recordkeeping, feedback, transition to regular class placement, and the program as a micro socio/economic system. Among appended materials are payment schedules, a rating scale, a list of payoffs, and sample forms. (SW)

ED 245 488 EC 162 848

**O'Brien, Esther. Sanspree, Mary Jean. Vision and Hearing Screening in Jefferson County Public Schools.**

Pub Date—Apr 84

Note—77p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Check Lists, Elementary Secondary Education, \*Handicap Identification, \*Hearing Impairments, \*Records (Forms), \*Visual Impairments

The document contains materials from the Jefferson County (Alabama) vision and hearing screening program to identify students with sensory impairments, to monitor "at risk" students, and to provide appropriate educational intervention. The package contains the following: instructions for the principle on vision screening; procedures for vision/hearing screening and followup; a sample screening/recheck calendar; a checklist for referral; vision and hearing screening checklists; and sample letters and forms. (SW)

ED 245 489 EC 162 849

Epstein, Philip B.

**A Summer Camp Model for Maintenance of Academic and Behavioral Attainment for Severely Behaviorally Handicapped Children.**

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Behavior Disorders, \*Day Camp Programs, Elementary Education, Program Descriptions, Program Effectiveness, \*Summer Programs

A summer day camp program was offered to 32 students (grades 2-6) enrolled at the Transitional School (Ohio), a school for severely behaviorally handicapped students. The program was designed to maintain the positive effects of the school intervention during the summer months. Camp staff included six learning disability/behavior disorder certified teachers who served as camp counselors. The 5-week camp program involved academics, behavior management, recreational activities, and field trips. Campers were chosen for participation in the program on the basis of the level of functioning they had achieved by the end of the regular school year and/or on the basis of a home environment that was known to be abusive or seriously neglectful. The Centennial School Behavior Checklist was used to determine the program's effectiveness. Data indicated that following the camp experience students maintained their high level of functioning, at least behaviorally. However, noncampers (those who were not chosen for the camping program because they either came from stable home environments or had achieved lower functional levels) also maintained their statuses. (SW)

ED 245 490 EC 162 850

**Mitchell, Martin L. Nicolaou, Abraham. From Multidisciplinary to Interdisciplinary: Training the Educator Generalist.**

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, \*Emotional



Disturbances, \*Interdisciplinary Approach, \*Internship Programs, \*Professional Education, Program Descriptions, \*Teacher Education Identifiers—\*Educators, Starr Commonwealth Schools, Western Michigan University

Western Michigan University and Starr Commonwealth School jointly provide a training program to prepare "educators"—interdisciplinary specialists who can function in a team process of treatment and in a wide range of living and learning environments with emotionally disturbed youth. The training program involves two major components—academic work sequences to develop competencies as a clinical practitioner in special education with formation and skills in allied discipline areas, and internship and directed teacher experiences. Internships focus on skills in being a team member, preparation of growth (treatment) plans, the value of regular service learning projects, the value of the arts as creative and productive experiences, knowledge of physical and recreational activities, exposure to outdoor adventure education, understanding of peer group counseling concepts, family/parent involvement, and spiritual awareness. Both formative and summative methods are used to evaluate intern performance. (SW)

ED 245 491 EC 162 851

Cannon, Stephen B.

The Effects of Training on Teachers' Verbal Contingent Responsiveness to Preschool Handicapped Children.

Pub Date—Apr 84

Note—86p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Disabilities, \*Inservice Teacher Education, Preschool Education, Programmed Instructional Materials, \*Program Effectiveness, \*Student Teacher Relationship, \*Verbal Communication

A study involving seven certified teachers, six aides, and 60 children investigated the effects of training on teachers' verbal contingent responses on handicapped preschoolers. Previous research on the effectiveness of preschool programs was reviewed, and literature on suggested competencies for teachers was considered. Teachers were observed in the classroom prior to and following training relating to their verbal responses to students' verbal and non-verbal behavior. Results indicate that a 2-hour training session was effective in improving Ss' responses to preschool handicapped children. A sample observation sheet as well as tables with statistical data are given. Appended is a copy of the programmed text used in the teacher training session. (SW)

ED 245 492 EC 162 852

Cobb, Polyxanne And Others

"Give Me a Break": A Parent/Professional Success Story. Respite Care in the 80's.

Pub Date—26 Apr 84

Note—18p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Developmental Disabilities, Program Descriptions, Program Design, \*Respite Care

Identifiers—\*Temporary Care Services

The paper describes the Temporary Care Services program in Massachusetts which provides in-home respite care to families with developmentally delayed children. Events which led to the program's development are reviewed. Respite care is offered in six areas: emergencies, scheduled routine events, social activities, family life, child care for working parents, and "overnights." Respite workers (many of whom are students) are trained in such areas as behavior management, home safety, and self-help skills. A training manual accompanies the training program for respite workers. Fund raising efforts are mentioned, and experiences with other agencies are related. (SW)

ED 245 493 EC 162 853

Coleman, Lynne G. Sweda, Janet P.

Communicative Interaction between Nonverbal, Severely Handicapped Children and Their Mothers.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), \*Interaction, \*Interaction Process Analysis, \*Mothers, \*Parent Child Relationship, \*Severe Disabilities, Young Children

The study examined the dyadic relationship between two nonverbal, severely handicapped children (5 and 6 years old) and their mothers. Ss were videotaped in a classroom at an early intervention program, and approximately 110 maternal verbalizations were transcribed. Among findings were that the dyads used little eye contact while communicating; children used movement and nonverbal behavior to communicate; and mothers' verbalizations were used to continue, request, describe, comment, or seek information. An outlined version of the study (with sections on subject characteristics, methodology, results, and implications) is attached. (SW)

ED 245 494 EC 162 854

Mann, James W. And Others

Support of the Handicapped Child: Federal Governmental Resources for a More Secure Future.

Pub Date—27 Apr 84

Note—14p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, \*Disabilities, \*Federal Programs, \*Financial Support, \*Medical Services, National Programs, Program Descriptions, \*Social Services

The paper summarizes major national federal programs paying benefits to handicapped children. Programs addressed include Supplemental Security Income, Medicaid, Medicare, Social Security, Maternal and Child Health Services, Crippled Children's Services, Developmental Disabilities Services, vocational rehabilitation, and housing and transportation. Each area of services is considered in terms of eligibility, benefits, and limitations where applicable. (SW)

ED 245 495 EC 162 855

Frage, Don L. And Others

Planning for a More Secure Future for Severely Handicapped Citizens: Estate and Gift Taxation, Wills, Trusts, Life Insurance and Annuities.

Pub Date—27 Apr 84

Note—28p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Estate Planning, \*Insurance, \*Severe Disabilities, \*Taxes, \*Trusts (Financial), \*Wills

The paper offers guidelines for estate planning, defined as the art of arranging one's affairs to best care for loved ones while, at the same time, minimizing transfer costs. An understanding of the basics of estate planning is essential if one is to provide for the future of a severely handicapped child. Definitions are given for federal estate tax, gross estate, and taxable estate; and procedures for calculating gift taxes are reviewed. Wills are considered in terms of legal aspects and estate administration, methods for execution, and suggestions for parents of a retarded child. Aspects of trusts are examined; topics include elements of a trust, types of trusts, and powers and duties of trustees. Life insurance is another useful estate planning device that is addressed. Areas mentioned are types of policies, settlement options, tax considerations, and practical uses. Annuities are covered in a final section. Particular emphasis is given to annuities under qualified retirement plans. (SW)

ED 245 496 EC 162 856

Ross, Ralph H.

Education of the Young Offender: A Dynamic Approach.

Pub Date—25 Apr 84

Note—21p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Daily Living Skills, \*Delinquency, \*Group Therapy, Institutionalized Persons, Job Skills, Program Descriptions, Secondary Education, \*Vocational Education

The paper describes the program offered by the Shawbridge Youth Centers High School (Montreal, Quebec) for adolescent offenders and focuses on the school's Life Skills and Work Orientation Department (known by the students as the "Co-op"). Overall goals of the school's program include developing educational programs matched to individual needs and facilitating transition of students between institutional life and the community. The Co-op is based on two approaches—reality therapy and life space interviewing. The Co-op program is designed to help students acquire skills to improve their level of autonomy and employability. To illustrate the program, the process, from referral through evaluation, is reviewed. Sample forms are included. (SW)

ED 245 497 EC 162 857

Polistrak, Susan Rovet Hurwitz, Brian

Training Parents of Handicapped Youngsters Utilizing a "Trainer of Trainers" Model: A Research Project and Its Theoretical Determinants.

Pub Date—27 Apr 84

Note—33p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Change, Demonstration Programs, \*Disabilities, Elementary Secondary Education, \*Intervention, Literature Reviews, Models, \*Parent Education, \*Parent Participation, \*Parent Teacher Cooperation

The paper describes a federally funded research project which employs the "trainer of trainers" model with parents and teachers of handicapped children. The project has four major objectives: to train special educators in parent intervention techniques; to recruit and train parents as trainers of other parents; to establish a parent resource center, and to disseminate to parents involvement information. Project components include: a needs assessment for teachers and parents in the community; a teacher training program in home intervention and the small group process; a home based parent training program in behavioral techniques; and a school based parent support group program and a Parent Advisory Council. Literature relating to the need to train parents and to train teachers in parent intervention techniques is reviewed. Also considered are the effectiveness of parent training to change behaviors, the ecological approach to parent intervention, various models of parent involvement, and problems in parent training. The literature indicates that a collaborative effort by individuals in the home, school, and community can effect the best possible gains for handicapped children. (SW)

ED 245 498 EC 162 858

Turner, A. And Others

A Novel Approach to Programming for Special Education Students in the District of Columbia Area.

Pub Date—Apr 84

Note—11p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Daily Living Skills, Eating Habits, \*Job Skills, Program Descriptions, \*Severe Mental Retardation, \*Sheltered Workshops, Special Schools, \*Visual Arts

A Washington (District of Columbia) special school offers several programs to serve its population of severely and profoundly retarded students. The Family Style Eating Program focuses on skills involved with eating, while reinforcing on-the-job training in food services. Hands-on experience in a variety of life skills is provided through the Independent Daily Living Skills Project. Another program enables adolescents to increase their productivity in clerical skills as well as to develop work attitudes and competencies needed in a sheltered workshop. An arts and crafts project gives students an opportunity to develop motor-perceptual and cognitive skills. Objectives and activities of the four programs

are reviewed. (SW)

**ED 245 499** EC 162 859

*Hawkins-Shepard, Charlotte*

**Bridging the Gap between Religious Education and Special Education.**

Pub Date—27 Apr 84

Note—29p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reference Materials — Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Curriculum Guides, \*Disabilities, Elementary Secondary Education, \*Hearing Impairments, \*Instructional Materials, \*Mental Retardation, \*Religious Education

The need for religious instruction for handicapped children is addressed, and lists of curriculum guides and materials for religious education are offered. The sparseness of literature on special religious education is pointed out, and the Episcopal Awareness Center on Handicaps (which helps make the church accessible to the disabled) is mentioned. Titles and publisher information is given for materials designed for mentally handicapped and hearing impaired students. (SW)

**ED 245 500** EC 162 860

*Tyler, J. Larry And Others*

**Parent and Family Attitudes toward Long-Term Planning.**

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, \*Family Problems, \*Long Range Planning, \*Parent Responsibility

Some of the problems facing parents of handicapped children are considered, and the importance of families planning for the future of their children with chronic disabilities is stressed. In addition to the problems encountered by parents who raise non-handicapped children, parents of a handicapped child must cope with community rejection, stereotyping, and restricted educational and service opportunities. In view of today's improved medical technology and longer life expectancies for handicapped persons, many parents are delaying or simply stalling about making arrangements for their child following their death. Counseling to assist parents in making future plans for their children is suggested. (SW)

**ED 245 501** EC 162 861

*Dubner, Frances S.*

**Handbook for Advocacy of Gifted Education.**

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Advocacy, \*Educational Needs, Elementary Secondary Education, \*Gifted

The handbook offers strategies for being a successful advocate for appropriate gifted education. Each of six sections focuses on a specific strategy. These include: championing the cause by being knowledgeable and refuting myths; aiding in identification by knowing characteristics of the gifted and placement criteria; surveying local programs to determine what services are provided and what is lacking; offering support to programs through participation, contributions, and by organizing and lobbying; publicizing student achievements through media exposure; and evaluating the local effort in view of other programs. A final section offers notable quotes intended to inspire the advocate. (SW)

**ED 245 502** EC 162 862

*Rittner, Max*

**Anorexia Nervosa—A Teacher's Perspective.**

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescents, \*Anorexia Nervosa,

Emotional Problems, \*Etiology, \*Family Characteristics, \*Intervention, Models, Secondary Education, \*Student Characteristics, \*Teacher Role Identifiers—Bulimia

The paper describes the physical and psychological symptoms of anorexia nervosa, treatment methods, and implications for the classroom. A rationale is offered for the predominance of upper-middle and upper class female adolescents in the anorectic population. Four models of treatment for the anorectic individual are considered: medical, psychodynamic, behavioral, and systems. The two predominant sub-types of anorexia nervosa (bulimic and restrictive) are explained; and characteristics of the "normal" family system versus the anorectic family system are considered. Hospitalization as a treatment is mentioned. Pointed out are flaws in existing research. Among the suggestions offered to teachers for dealing with anorectic students are: to provide a classroom environment that is consistent and clear in structure; to support students' individual needs and realistic abilities; and to act on student behaviors in an objective and appropriate manner. Tables listing characteristics of bulimic and restrictive anorectic patients, compiled from studies done in clinics and in psychiatric hospitals, are included. (SW)

**ED 245 503** EC 162 887

**Research Integration Project: Recreation and Leisure Education for Special Populations. Final Report.**

Institute for Career and Leisure Development, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[82]

Note—95p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Counseling Techniques, \*Disabilities, Elementary Secondary Education, \*Leisure Time, Policy Formation, \*Recreation, Recreational Activities, State of the Art Reviews

The report presents findings of a review of research on recreation and leisure education for handicapped children and youth and an analysis of policy implications. Research was assessed via facet analysis; the facets were specified as: actors, or population (handicapping condition), setting, and descriptor categories or types of actions or products—materials, model programs, interaction of leisure with education, policy issues, interagency cooperation, and funding assistance. Details of the literature search process (screening, assessing external and internal validity) are presented in a section that also includes summaries of studies on leisure skill assessment, leisure skill acquisition, community programming, leisure counseling, social skill development through leisure participation, and school-based leisure education. A state of the art paper follows with information on research and training projects promoting leisure education for handicapped students. Results of a Delphi Survey of professionals are reported regarding critical issues or gaps in the literature that were considered pertinent to facilitators of leisure education and recreation programs for handicapped persons. A final section presents recommendations for future research in recreation and leisure education for special populations. (CL)

**ED 245 504** EC 162 888

*Walker, Jacqueline*

**Music for the Moderately and Severely Handicapped. Final Report.**

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Feb 82

Grant—G008002236

Note—312p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—Curriculum Guides, Curriculum Research, Disabilities, Elementary Education, Elementary Secondary Education, Evaluation Methods, \*Generalization, \*Music Activities, \*Music Education, Music Techniques, Preschool Education, Questionnaires, Secondary Education, \*Severe Disabilities, Student Evaluation

The study examined the effectiveness of music instruction on basic music skill acquisition and generalization to free time recreational pursuits of three groups (preschool, elementary, and secondary) of moderately and severely handicapped students. In-

struction was provided to handicapped students with mixed etiologies (mentally retarded, deaf-blind, deaf-retarded, emotionally disturbed, autistic) and a comparison group of nonhandicapped 4 to 6 year olds in five areas: rhythm, melody, keyboard, ensemble, and harmony. Although handicapped Ss did not achieve the same magnitude of results as the comparison group, it was concluded that the handicapped population could learn many of the music skills. To determine if the children were using the taught music skills at home, a questionnaire to measure generalization was administered. Although generalization results could not be tied to the times when the child entered instruction, 33% of the students for whom questionnaires were completed showed good transfer to other settings. Appended material includes the curriculum used in the study, an assessment tool, a music questionnaire, and multiple baseline plots for each subset of the curriculum. (CL)

**ED 245 505** EC 162 890

*Cavlier, Albert R.*

**An Analysis of Primary and Secondary Memory Processes and Remediation of Potential Deficiencies in Learning Disabled and Normal Children. Final Report.**

Alabama Univ., University. Dept. of Psychology. Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—15 Aug 80

Grant—G007800010

Note—133p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Elementary Education, \*Learning Disabilities, \*Learning Processes, \*Memory, Recall (Psychology)

The study analyzed short- and long-term memory processes in learning disabled (LD) children and compared them with normally achieving peers. Research on memory processes in LD children is reviewed and methodological limitations noted. Thirty-six normal and 36 LD Ss (8-11 years old) were asked to remember consonant trigrams using one of three encoding strategies (study, vocalization, and elaboration). Findings revealed that, overall, LD Ss recalled significantly fewer consonants than normal Ss. There were no significant differences in recall among encoding strategies. LD Ss also exhibited a significantly faster rate of forgetting and lower asymptotic level of recall. Contrary to expectations, LD Ss were at least actively involved in maintaining the information. Speculations are offered for the reason for LD Ss' slower rate of processing and greater interference. Educational implications, including training acquisition and retrieval strategies that can be quickly executed, are noted. (CL)

**ED 245 506** EC 162 891

*Slawski, Edward J.*

**Data Based Decision Making in Secondary Special Education. Final Report.**

Pontiac City School District, Mich.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—14 Dec 82

Grant—G008100607

Note—113p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, Discipline, Mainstreaming, \*Mild Disabilities, Models, Program Effectiveness, \*Program Evaluation, Secondary Education, Special Education

The final report describes the evolution and accomplishments of a project designed to identify factors associated with successful completion of education/training programs for mainstreamed mildly handicapped secondary students. Program outcomes were measured via examination of the student records, interviews, and recollections of special education practitioners. In chapter 1, an overview of the project is presented. A summary of findings revealed that students with less serious handicaps were more likely to complete secondary training than were those with more serious handicaps; the secondary special education program appeared effective in helping the majority of students to function in the regular high school environment, and the effects of program intervention did not seem to be uniform across categories of handicap or for students from different backgrounds. Findings supported the need for data-based decisionmaking. A second chapter describes in detail the research

methodology and the final disposition of the students. Chapter 3 examines three aspects of secondary program operation: level of intervention of program staff in students' academic programs, extent to which a student's history in special education influences the current level of functioning, and the effects of a district's discipline policies on the academic programs of handicapped children. The final chapter offers a causal model of special education services designed to evaluate program operations by examining the interrelationships of program variables. (CL)

ED 245 507 EC 162 897

Moore, Steven R. Simpson, Richard L.

Reciprocity in the Teacher-Pupil and Peer Verbal Interactions of Behavior Disordered, Learning Disabled, and Regular Education Students. Final Report.

Kansas Univ., Lawrence. Dept. of Special Education.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Aug 82

Grant—G008101013

Note—126p; Developed at the University of Kansas.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Behavior Disorders, \*Interaction, \*Intermediate Grades, \*Peer Relationship, \*Student Teacher Relationship

The study compared the interactions of 15 behavior disordered (BD), 15 learning disabled (LD) and 15 regular education students (grades 4-6), and determined how their verbalizations influenced the verbalizations of others (i.e., the reciprocal nature of interactions). Students and their peers, teachers and aides were observed with a behavior observation instrument designed to monitor the frequency of 14 target behaviors, the direction of the interaction (i.e., given to or received from), and the status of the party involved in the interaction (i.e., peer, teacher, aide). The results indicated that BD and LD students emitted significantly more negative statements to teachers than did regular education students. Teachers of BD students emitted significantly more neutral statements to their students than did LD and regular teachers but the three groups of teachers did not differ in positive and negative statements directed to students. The three groups of peers and BD and LD aides did not differ in positive, negative, and neutral statements emitted with the exception that LD aides emitted more positive statements to their students than BD aides. A correlational analysis indicated that peer-student negative interactions were reciprocal. Neither positive nor negative teacher-student interactions nor positive peer-student interactions were reciprocal. First-order conditional probabilities (i.e., the probability of a statement being followed by a selected response) indicated that BD, LD, and regular students responded to others in a similar manner. Likewise, the three groups of teachers were similar in their responses to students. In all groups, positive, negative, and neutral statements were most likely to be followed by the absence of a response or a neutral response. (Author/CL)

ED 245 508 EC 162 898

Grinder, Robert E. And Others

A Study of Relative Influence of Factors Underlying the Participation and Expectations of Minority Handicapped Adolescents in School Activities. Final Report.

Arizona State Univ., Tempe.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Dec 82

Grant—G008101606

Note—252p; The document was developed by the Center for Adolescent Research, Evaluation, and Service.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Disabilities, \*Emotional Disturbances, \*Expectation, \*Learning Disabilities, \*Mild Mental Retardation, \*Minority Groups, \*School Activities, \*Student Participation, \*Teacher Attitudes, \*Teacher Participation

The effects of participation in school activities on personality development and school orientation of 470 handicapped (learning disabled, emotionally handicapped, and educable mentally retarded) adolescents was compared with 1,162 nonhandicapped students. Questionnaires were completed by 209

teacher-sponsors of school activities and 217 classroom teachers and by the handicapped and nonhandicapped students (both participants and nonparticipants). Data revealed that teacher non-sponsors viewed activities as more formidable and inaccessible for handicapped youth than teachers working in activities. Level of experience and expertise in special education had no effect on teacher views. Nonparticipating students indicated that did not join activities because membership was unimportant to them and activities were not relevant to their interests. Black and Mexican American Ss indicated a stronger desire to participate in school activities as compared to White Ss. Nearly all of the nonparticipants, including handicapped Ss, indicated that handicapping condition was not an important determinant of participation. Agreeing that interpersonal relations and personal growth were the most important benefits of participation, participants did not appear to differ in their outlook toward school activities by sex, ethnicity, or handicapping condition. Further, minority handicapped students did not differ markedly from adolescents in general relative to the importance of factors affecting participation. (Author/CL)

ED 245 509 EC 162 899

Budoff, Milton And Others

The Development of Concepts of Deviance in Children. Volumes I [and] II: The Development of Concepts of Handicap: An Interview Study. Volume III: Coding Manual for Interviews about Concepts of Handicap. Final Report.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—80

Grant—G007602459

Note—765p.

Pub Type—Reports - Research (143)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors—\*Adults, \*Age Differences, \*Behavior Patterns, \*Disabilities, \*Elementary Secondary Education, \*Etiology, \*Interviews, \*Knowledge Level, \*Mainstreaming, \*Preschool Education, \*Socialization, \*Student Attitudes

This three volume report presents findings from an interview study with 103 children and adults regarding their awareness and conceptions of handicapping conditions and from a followup study of preschool handicapped and nonhandicapped students. Volume I details the design and results of the interview study focusing on Ss in five age groups: preschoolers, primary grade Ss, junior high school Ss, high school Ss, and adults. Among results were that there was a clear association between patterns of expressed awareness of handicap and age; there was no evidence of a relationship between sex and handicap awareness; a majority of confusions between handicaps involved mental retardation; patterns in explanation of causes varied with age; young children appeared to believe in immunity to handicaps; the percentages of Ss expressing realistic views of the curability of each handicap generally increased with age; Ss' understanding of adaptation appeared to begin as concrete and practical, becoming abstract and experiential with age; with age, Ss became more apt to mention phenomenological aspects of handicaps when asked what it would be like to be handicapped; and half the adolescents and nearly three-fourths of the adults expressed one or more negative statements toward people with handicaps. Volume II reports results of systematic observation of handicapped and nonhandicapped Ss in mainstreamed preschools. Analysis of observation reports and teacher interviews were performed to determine which behaviors consistently differentiated handicapped from nonhandicapped Ss. Results revealed very few behaviors that were consistently associated with only one group of Ss across both preschools and all observation periods. In general, mildly handicapped Ss tended to behave more like their nonhandicapped classmates than did severely disabled Ss. Positive effects of socializing for both handicapped and nonhandicapped Ss were revealed, as were negative effects of the summer break on social behavior of handicapped Ss. Volume III contains the coding procedures used to analyze interview data. (CL)

ED 245 510 EC 162 900

Evaluation and Training of Community Living Skills for Severely Retarded Adolescents. Final Report.

Oregon Univ., Eugene. Rehabilitation Research and

Training Center in Mental Retardation.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Innovation and Development.

Pub Date—1 Dec 82

Grant—G007803187

Note—45p.

Pub Type—Reports - Descriptive (141) — Reports

- Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adaptive Behavior (of Disabled), \*Curriculum Development, \*Daily Living Skills, \*Lesson Plans, \*Secondary Education, \*Self Care Skills, \*Severe Disabilities, \*Student Evaluation

Identifiers—\*Community Living Assessment System

The report describes goals and accomplishments of a project designed to develop an assessment and training system for secondary level severely handicapped students. The project focused on developing program-related assessment in functional self-care and community living skills. Ten project objectives and their sub objectives are listed in the introductory section, along with information on the theoretical basis of the Community Living Assessment System (CLAS) and its accompanying curriculum materials. Development of CLAS content through task analysis of core skills and clusters and organization of content into levels of complexity is described. Standardization and validity factors are noted. In the final section, five contributing philosophical orientations are identified (emphasis on normalization, direct instruction, functional skills, interactive processes, and task analysis) and an overview of the curriculum is presented. Results of a field test of the curriculum with 60 teachers and 240 severely/profoundly retarded students were largely positive and were used to revise lesson plans. (CL)

ED 245 511 EC 170 001

Pappas, Victoria C.

Individualized Education Programs: A Naturalistic Study of the Match between Intent and Practice. Final Report.

Indiana Univ., Bloomington. Developmental Training Center.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Research Projects Branch.

Pub Date—Sep 82

Grant—G008002237

Note—335p; For related document, see ED 234 538.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Disabilities, \*Individualized Education Programs, \*Preschool Education, \*Student Role, \*Teacher Role

The dissertation examines the relationship among aspects of the individualized education program (IEP) elements: what the contract states, what the teacher intends, and what the child experiences. An initial chapter focuses on the socio-political context of the IEP, noting the lack of research on how the IEP is implemented in the classroom. Chapter 2 presents an alternative conceptualization of individualization which emphasizes the previously neglected interrelationships of teachers and students. In chapter 3, the research plan is detailed, including a rationale for selection of a naturalistic methodology. Separate chapters focus upon data collection, analysis, and results for the contractual plan, the phenomenological plan, and the empirical plan. Findings are interpreted to demonstrate the comprehensive nature of IEPs and the interaction of written plan, teacher intent, and child behavior. Twelve appendices include examples of IEPs designed for the preschool student in the study, a subject appropriateness scale, criteria for external review of IEPs, sample letters of consent, the contractual and phenomenological plans, and rules for matching agendas to objectives. (CL)

ED 245 512 EC 170 002

Arick, Joel R. Almond, Patricia

Autistic Integration Model, 1981-1982, Year III.

Final Report.

Portland Public Schools, Oreg.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[83]

Grant—G007903058

Note—79p.

Pub Type—Reports - Descriptive (141)



**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adaptive Behavior (of Disabled), Adjustment (to Environment), Adolescents, \*Autism, Basic Skills, \*Community Resources, Daily Living Skills, \*Mainstreaming, Vocational Adjustment

The report presents information on the Autistic Integration Model (AIM), an approach designed to promote maximum community acceptance of severely autistic adolescents in a public high school setting through community integration and student skill building. The first thrust of AIM was to help each student develop functional skills within specific community target sites, to decrease maladaptive behaviors that interfered with community acceptance, and to increase adaptive behavior skills. The second major project activity was the community integration component which included a high school teacher assistant program and supervised field placements in the extended community. High school students were trained to work with and record behavior of autistic Ss. A summary of project accomplishments provides details of activities for each of six objectives (development of the integration curriculum, the high school training program, and the transition assessment instrument; community involvement; dissemination and replication; and project continuation). Extensive appendices include the table of contents for the high school training manual and a flow chart for vocational training of severely handicapped adolescents. (CL)

ED 245 513

EC 170 003

**The Teaching and Learning Environment of Mainstreamed Classes. Final Report.**

SRI International, Menlo Park, Calif.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Nov 81

Grant—G008002128

Note—192p.; The research was conducted within the Education and Human Services Research Center.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Intermediate Grades, \*Learning Disabilities, \*Mainstreaming, Observation, Peer Acceptance, Principals, \*Student Attitudes, Student Participation, \*Success, \*Teacher Attitudes, \*Teaching Methods, Time on Task

The observational study investigated the process of mainstreaming 32 learning handicapped children (grades 4-5) into regular education programs. Ss were enrolled in special day classes and mainstreamed for approximately one hour per day. Systematic observations focused on the handicapped student, nonhandicapped students, and the regular class teacher. Additional data were obtained from teacher questionnaires and interviews with students and teachers. Findings suggested that certain instructional practices are related to student academic involvement, student social interactions, and student attitudes toward the class. The types of instructional practices associated with student academic involvement reflected a direct teaching method in which the teacher presented information, questioned students, and provided supportive feedback. Handicapped students reported more positive attitudes toward the class when they were more academically involved in the instructional tasks of the classroom. Mainstreaming programs that facilitated students' academic involvement and social integration on the school playground were identified. It was also concluded that the effectiveness of a mainstreaming program can be facilitated when principals provided specific kinds of administrative support. Regular education teachers were able to incorporate the handicapped student into the class instruction without decreasing the amount of time spent in academic instruction, for when the handicapped student was in the regular education classroom, the teacher and low achieving students spent more time in academic tasks than when the handicapped student was not in the room. Contrary to teacher expectation research indicating that teachers shun the lower achieving students and spend more time with higher achieving students, the teachers in this sample interacted more often with the handicapped student than with high and medium achieving students. (Author/CL)

ED 245 514

EC 170 004

**Johnson, David W. Experiments to Attain Full Participation of Handicapped Students in the Regular Classroom. Final Report.**

Minnesota Univ., Minneapolis.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Nov 82

Grant—G007902006

Note—240p.; The document was prepared by the Cooperative Learning Project.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Competition, \*Cooperation, \*Disabilities, Elementary Secondary Education, Friendship, \*Group Activities, Intergroup Relations, \*Mainstreaming, \*Peer Relationship, \*Program Effectiveness

Reprints of 17 studies on approaches to ensuring full participation of handicapped students in the regular classroom are presented. The studies, carried out over a 3-year period, were intended to examine evidence on the efficacy of mainstreaming, with particular emphasis on the role of competitive, cooperative, and individualistic learning experiences on friendship, interpersonal attraction, performance, achievement, and relationships between handicapped and nonhandicapped students. The studies point out the value of the cooperative learning approach in securing active participation of handicapped students, generalizing positive relationships to free time situations, promoting achievement and self-esteem of handicapped Ss, and promoting the ability of nonhandicapped students to take the perspective of their handicapped peers. The cooperative approach is said to be easily developed and implemented and to result in benefits for both handicapped and nonhandicapped students. (The studies included severely handicapped, hearing impaired, mildly retarded, and learning disabled populations.) (CL)

ED 245 515

EC 170 005

O'Shea, Lawrence J.

**Comparing Predictions of Future Trends in Special Education. Final Performance Report.**

Pennsylvania State Univ., University Park.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—24 Dec 81

Grant—G008004826

Note—94p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, \*Delphi Technique, \*Disabilities, Elementary Secondary Education, \*Futures (of Society), Parent Participation, \*Prediction, \*Special Education, Student Placement

The study examined predictions concerning the future of special education as voiced by special education administrators, special education teachers, and members of advocacy organizations for the handicapped. A Delphi survey composed of four rounds was used to elicit responses from participants and to obtain a consensus of opinion within each group. Ss were asked to write statements about topics (such as parent participation, program monitoring, least restrictive environment, and personnel preparation) dealing with P.L. 94-142, The Education For All Handicapped Children Act, over a span of the next 30 years. Ss were also asked to estimate time intervals. Analyses revealed a pattern of increased parent participation with greater insistence on accountability and cost effectiveness, need for improved programs to provide for post secondary success, desire for increased community integration of handicapped students, and the importance of providing increased training for regular class teachers of handicapped students. No significant differences among groups were noted in their perception of probable future events. (CL)

ED 245 516

EC 170 011

**Speech-Language Pathology and Audiology: An Educational Perspective for the Future. Final Report.**

American Speech-Language-Hearing Association, Rockville, MD.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—30 Jun 83

Grant—G008001676

Note—443p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Allied Health Personnel, \*Audiology, \*Communication Disorders, Disabilities, Elementary Secondary Education, Graduate Study, Pro-

fessional Continuing Education, Professional Education, Speech Pathology, Therapists, \*Therapy

The report summarizes findings from a 3-year national self-study of the profession of speech-language pathology and audiology. The study followed a four-phase timeline; (1) identification of clinical-educational needs of the communicatively handicapped (traditionally served speech and language impaired individuals as well as those with other handicaps); (2) analysis of competencies needed by speech pathologists and audiologists; (3) analysis of discrepancies in competencies of existing speech, language, and hearing personnel; and (4) development of recommendations for preservice and inservice training. Project objectives for each of the four phases are enumerated and progress or accomplishment in meeting each objective is described. A summary of recommendations from the self-study touches on 10 issues: undergraduate education, graduate education, professional doctorate, interface of students with those in other disciplines, preparation of students to serve in a variety of settings, preparation of speech-language pathologists and audiologists for a changing society, specialty certification, continuing education, research, and advanced technology. The bulk of the report is composed of nine appendices, including a report of findings from the competency survey; and papers from a national conference on undergraduate, graduate, and continuing education. (CL)

ED 245 517

EC 170 012

Helm, James M. Shotel, Jay R.

**Implementation of Nonvocal Communication Strategies with Severely Handicapped Preschoolers. Final Report.**

George Washington Univ., Washington, D.C.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—25 Oct 82

Grant—G008101154

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Communication Aids (for Disabled), \*Communication Skills, Expressive Language, \*Language Acquisition, \*Motivation, Preschool Education, Receptive Language, \*Severe Disabilities, \*Teaching Methods

Identifiers—\*Communication Boards

Activities to Facilitate Nonvocal Language-Communication Boards, an activity guide providing augmentative communication systems to children who cannot effectively speak, was field tested with 51 severely handicapped children (6 months to 4 years old). All had a poor prognosis for developing speech. Language development scores from standard evaluations were converted to rates of development for both expressive and receptive language. Ss were also rated on a motivation (amount of initiating behavior) questionnaire. Ss made significant gains in both expressive and receptive rates of language development. Ss with higher motivation made significantly more gains than those with lower motivation. Results indicated the guide was useful in a total educational program. The importance of motivation and of uncovering ways to increase motivation was noted. (Author/CL)

ED 245 518

EC 170 013

Bray, Norman W. Thrasher, Kenneth A.

**Manual Sign Training for Nonverbal Severely Retarded Adolescents. Final Report.**

Alabama Univ., University. Dept. of Psychology.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[82]

Grant—G008101033

Note—146p.; Print in parts is light and broken; some figures and charts will reproduce marginally.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Communication Skills, Language Acquisition, \*Manual Communication, \*Severe Mental Retardation, \*Sign Language

Twenty-four severely mentally retarded adolescents (with no uncorrected visual or hearing losses) were trained to use 16 manually signed English signs. Ss were randomly assigned to sign only, or sign plus speech conditions and performances were videotaped. Analysis of results revealed that all Ss learned some signs to criterion and all showed performance gains on most signs. Failure to form given signs correctly appeared to be largely idiosyncratic.

Contrary to hypotheses, no learning differences were found between iconic and abstract signs. A substantial part of the document reviews the literature on remedial vocal training and nonspeech communication systems for mentally retarded persons. Animal signing studies are further analyzed, as are implications of signing language training with autistic children. (CL)

ED 245 519 EC 170 014

Simms, Rochelle B. Crump, W. Donald  
Language Development among Learning Disabled and Normal Students at Intermediate and Secondary Age Levels. Final Report.  
Alabama Univ., University. Coll. of Education.  
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date—31 Mar 80

Grant—G007900099

Note—126p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Age Differences, Elementary Secondary Education, \*Language Acquisition, \*Learning Disabilities, \*Oral Language, \*Syntax, \*Vocabulary Development

The study compared the language development of 72 learning disabled (LD) and 72 normal students at intermediate and secondary age levels (9-12 and 12-15 years of age). Ss were asked to respond to questions after viewing two films, and oral language samples were tape recorded and analyzed to examine syntactic and vocabulary development. Results supported the hypothesis that predicted significant differences between LD and normal Ss on three measures of syntactic development but did not support the hypothesis that predicted significant differences on four measures of vocabulary development. A significant linear trend among the age levels was noted for syntactic density scores. Possible reasons for findings are considered, including the effects on vocabulary findings of stimulus materials, research strategy, and measures used. Implications noted include the importance of providing opportunities for meaningful, diverse language to occur in the classroom. (CL)

ED 245 520 EC 170 015

Warren, Steven F. Schiefelbusch, R. L.  
Teaching Language for Successful Transition to the Public Schools: A Socio-Ecological Approach. Final Report, October 1, 1979 through September 30, 1982.

Kansas Univ., Lawrence. Bureau of Child Research.  
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[83]

Grant—G007905112

Note—166p.; Some charts may not reproduce.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Followup Studies, \*Generalization, Intervention, \*Language Acquisition, \*Language Handicaps, Preschool Education, Program Effectiveness, \*Transitional Programs

The report presents findings of an examination and followup of language intervention for language delayed preschoolers. Three objectives were addressed: to develop and use a strategy for assessing the long-term outcomes resulting from language training programs, before, during, and after the transition period from special preschool programs to the public schools; to determine what communication skills are needed in public school classrooms; and to develop auxiliary procedures to teach needed language skills that can supplement available language intervention programs. Ss were studied in the special preschool and followed up in regular public school classrooms. Analyses were also conducted to determine the communication demands in elementary school classrooms, and investigations were made of milieu intervention techniques (e.g., modeling and incidental language teaching) for use as auxiliary training procedures. A major finding was that while comprehensive language training efforts resulted in significant generalization, the generalization was limited to those structures within the child's general developmental level. Students did not appear to have acquired a generalized "learning to learn" strategy. Suggestions for improved programming focus on ways to incorporate research and generalization. (Author/CL)

ED 245 521 EC 170 016

Bray, Norman W. Biasini, Fred J.

#### Training Referential Communication Skills in the

#### Severely Mentally Retarded. Final Report.

Alabama Univ., University. Dept. of Psychology.  
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[82]

Grant—G008100047

Note—74p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Communication Skills, Language Acquisition, Models, Semantics, \*Severe Mental Retardation, Teaching Methods

An attempt was made to train nine severely mentally retarded children to be more effective communicators within a referential communication paradigm. The researchers sought, too, to examine the importance of three skills involved in formulating an effective message: coping with referents similar to the nonreferents, comparison skills, and ability to transmit a message. The investigation used a store game task and was divided into five phases, including a familiarization task phase, two training phases, and a near generalization phase. Modeling and feedback were used in all training conditions. Interactions between dyads were videotaped. Analysis of communication frequency and accuracy data revealed that Ss receiving both comparison and message formulation training had the largest gains in communication accuracy following training and also demonstrated impressive increases in communication frequency. Performance of Ss receiving only comparison training did not improve as much as the comparison and message training Ss. Results suggest that Ss learned transferable communication behaviors. (CL)

ED 245 522 EC 170 017

Mandell, Judith

#### An Evaluation of a Systematic Approach to Speech Instruction for Young Hearing Impaired Children. Final Performance Report.

Columbia Univ., New York, N.Y. Teachers College.  
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[81]

Grant—G007902270

Note—26p.; The document consists largely of appendices; appendix A is not in English.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Hearing Impairments, \*Speech Improvement, Speech Skills, Speech Therapy, Young Children

Identifiers—\*Ling System of Speech Training

The effectiveness of the Ling System of Speech Training (which uses a systems analysis and task analysis approach to determine speech tasks by level, their prerequisites, and subskills) in facilitating gains in the suprasegmental and segmental aspects of speech and in speech intelligibility was examined with 15 hearing impaired children (5-8 years old). Analyses on pre- and post-treatment speech samples were completed via phonetic transcriptions. Ss received individual speech therapy from speech pathologists trained in the Ling method. Treatment included an individualized program based on speech production skills in the most appropriate modalities. Results revealed that the Ling system was effective with the majority of children, resulting in significant gains in the production of suprasegmental and segmental aspects of speech and in speech intelligibility. Additional findings showed that poor phonatory control and lack of control over duration were the salient characteristics of children who exhibited the least gains in speech intelligibility, in general, and across all speech features, in particular. (CL)

ED 245 523 EC 170 018

Creekmore, Nancy N. Lloyd, Lyle L.

#### Effects of General Imitation Pre-Training on the Acquisition of Manual Signs by Severely Retarded Children. [Final Report].

Purdue Univ., Lafayette, Ind.  
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Mar 82

Grant—G008001903

Note—23p.; Revision of a paper presented at the Gatlinburg Conference on Mental Retardation and Developmental Disabilities (14th, March 20, 1981).

Pub Type—Reports - Research (143)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Imitation, \*Language Acquisition, \*Manual Communication, \*Severe Mental Retardation, Sign Language, \*Training Methods

The study examined the effects of a pre-training general imitation experience on the learning of manual signs by 12 severely mentally retarded children (8-14 years old) and compared the effectiveness of three training methods—imitation, molding, or both. Ss were exposed to a pre-training experience consisting of either free play or general imitation training. Ss were then taught to produce nine manual signs, three by each of the training techniques. Post-test data revealed that Ss receiving the pre-training imitation experience produced a greater number of signs to criteria and a greater number of correct responses to the sign stimuli. Ss responded more frequently to sign stimuli presented in the imitation alone or imitation/molding training modes than in the molding alone mode. (DB)

ED 245 524 EC 170 019

Kantor, Rebecca

#### Communicative Interaction in American Sign Language between Deaf Mothers and Their Deaf Children: A Psycholinguistic Analysis.

Boston Univ., Mass. School of Education.  
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—81

Grant—G007904629

Note—129p.; Ed.D. Dissertation, Boston University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Communication Skills, \*Deafness, Infants, \*Interaction, \*Mothers, Parent Child Relationship, \*Sign Language

The study examines the communicative interaction process between two profoundly deaf mothers and their profoundly deaf young children who use American Sign Language (ASL) to communicate. The hypothesis is explored that deaf mothers modify their language when directly addressing their children in the same fashion as hearing mothers. Utterances containing pointing behaviors and modulated verbs were isolated. Findings in phonological, semantic, syntactic, and pragmatic domains clearly support the hypothesis that deaf mothers modify and simplify their language in conversation with their deaf babies. Data further supported previous reports that young developing signers do not make use of the inflectional/verb modulation system of the ASL in the early stages of acquisition. Children combined deictic points and lexical signs. Similarly, the mothers did not employ much modulation in their language with their children. Strategies used by mothers included explicit forms of reference to referencing non-present objects, locations, and people through indexical incorporation and verb modulation. (Author/CL)

ED 245 525 EC 170 020

Lloyd, Lyle L. And Others

#### Non-Speech Communication: Studies of Factors Affecting the Facilitative Effects of Signing When Used as an Aid to Communication Development in Persons Having Severe Communication Impairments but Essentially Normal Hearing. Final Report.

Purdue Univ., Lafayette, Ind.  
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Dec 82

Grant—G007902256

Note—40p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Disorders, Elementary Secondary Education, \*Language Acquisition, \*Manual Communication, Sign Language

The report describes activities and accomplishments of a project examining facilitative effects of manual signs on oral language comprehension of communication disordered but normal hearing students. The initial section details background and pre-grant studies leading up to the project effort. Studies touched upon such aspects as presentation modality efficiency, sign translucency, and use of unaided nonspeech communication with this population. The second section addresses the findings of the project, which considered the appropriate methodology for the study of sign learning, iconicity (relationship between the sign and its referent), and the manner of presentation of the stimulus sign (includ-

ing paired-associate studies investigating the effects of presence or absence of sign on learning). The third section describes a shift in emphasis within the project to include mentally retarded populations and presents a list of the status of specific project components. Reports on dissemination activities conclude the document. (CL)

**ED 245 526** EC 170 097

**Implementation of Public Law 94-142: The Education for All Handicapped Children Act. Sixth Annual Report to Congress.**

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

Pub Date—84

Note—246p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Civil Rights, Compliance (Legal), \*Disabilities, Due Process, Educational Trends, Elementary Secondary Education, Federal Aid, \*Federal Legislation, Federal State Relationship, Government Role, \*Mainstreaming, Program Effectiveness, \*Program Evaluation, \*Special Education, \*State Federal Aid, Statistical Data

Identifiers—\*Education for All Handicapped Children Act

The report examines progress for the school years 1981-82 and 1982-83 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Following an executive summary, an analysis of four major aspects of the law's implementation is detailed. A section on students receiving a free appropriate public education cites data on the number of students served, services for children from birth through age 5, services to secondary and post-secondary aged students, services to institutionalized and previously institutionalized students, and personnel. The next section provides an update on the implementation of key provisions of the Act assuring the rights of handicapped children. Information is provided on the least restrictive environment provision, procedural safeguards, protection in evaluation, and initiatives of the Department of Education, Special Education Programs (SEP). The third section reports on assistance to states and localities in educating handicapped children. Discussed are the amounts and use of federal, state, and local funds for serving handicapped children; technical assistance to the states; SEP review of state programs; and other SEP administrative responsibilities. The final chapter examines efforts to assess and assure the effectiveness of programs educating handicapped children. Reported are federal evaluation efforts and studies, procedures being implemented for state and local evaluation efforts and state and local evaluation studies. A major portion of the document consists of appendices concerned with evaluation of the Education of the Handicapped Act, discretionary programs administered by SEP, and data tables. The data tables include child count tables (by state, age, and handicapping condition); personnel tables (special education teachers, other staff, and student teacher ratio); least restrictive environment tables (number and percent of children served in different educational environments by age and state); population and enrollment tables (census projections by state and age); and a financial table showing state grant awards under P.L. 94-142 for the fiscal years 1977-84. A final appendix provides background and methodology concerned with determining the costs of special education and related services. Additional tables and figures present data throughout the report. (DB)

## FL

**ED 245 527** FL 014 331

**Anderson, Helena Hambuch**

**The Immersion Approach: Principle and Practice.** Milwaukee Public Schools, Wis.

Pub Date—31 Mar 84

Note—13p.; Paper presented at the University of Wisconsin-Milwaukee's Linguistics Symposium on Current Approaches to Second Language Acquisition (Milwaukee, WI, March 31, 1984).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Ability, Academic Achievement, Case Studies, Definitions, \*Educational Objectives, Elementary Education, English, \*Immersion Programs, Language Skills,

Learning Disabilities, Linguistic Theory, \*Program Design, Second Language Learning, \*Second Language Programs

Identifiers—Wisconsin (Milwaukee)

A discussion of foreign language immersion instruction in elementary schools begins with a definition of immersion instruction and its goals. The history of the establishment of such programs in the United States and Canada is briefly described. A variety of program options available within the immersion approach are outlined, including early total, early partial, middle or delayed, and late immersion programs. Immersion program results are reviewed through recent research findings, including the effects on English skills, second language skills, and learning of subject material, as well as findings on the relationship of achievement in immersion programs to IQ and learning disabilities. Differences in program results related to program type (partial or total, late or early) are noted. The spread of immersion instruction in United States school districts is chronicled, and Milwaukee's program efforts and results are described. Finally, theoretical foundations of immersion methodology and links to other foreign language instructional approaches are examined. It is concluded that while there is great variety in the types of immersion programs currently functioning, and there are still areas needing further investigation, the approach is a sound one, contributing to both foreign language and native language skills. A list of references is appended. (MSE)

**ED 245 528** FL 014 333

**McDonald, Ian K.**

**A Survey of the Effects of Politics on Bilingual Education.**

Pub Date—[83]

Note—19p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, \*Bilingual Education Programs, \*Educational History, Elementary Secondary Education, Federal Legislation, Federal Regulation, \*Financial Support, \*Government Role, Literature Reviews, \*Political Influences, Public Opinion, Teacher Selection, Vocational Education

The history of bilingual education in the United States began with the earliest immigrants, but the recent phenomenon began in Florida and came to prominence in the national conscience in the 1974 Lau versus Nichols case concerning equal educational opportunity. The Bilingual Education Act of 1968 authorized widespread establishment of programs, and opposing views began to surface. Despite positive program results, much controversy still exists. Educators now need to improve the image of bilingual education programs but can also expect continuing reductions of support, and the problem of where financing should come from (federal or state sources) is still to be resolved. Finding bilingual/bicultural teachers is also sometimes difficult. Politicians have often confounded the distinction between language as a means of communication and as a sophisticated means of enhancing understanding between peoples of diverse cultural backgrounds, and have confused the educational and political aspects of bilingual education. Recent special funding has been provided for bilingual vocational education, but the federal government has stated that it will no longer be the principal impetus for bilingual education. However, it is the federal government's job to lead the states in providing a good education for every student in the United States and to set the standards to be met by state and local education agencies. (MSE)

**ED 245 529** FL 014 334

**Laroche, Jacques M.**

**The Learning of "Pendant" and "Depuis" by English Speakers: A Contrastive Analysis.**

Pub Date—80

Note—13p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, \*Comparative Analysis, \*French, \*Function Words, \*Grammar Translation Method, Interference (Language), \*Second Language Learning, Teaching Methods, \*Tenses (Grammar), Translation

Due to differences in the grammars of English and French, "pendant" and "depuis" are as difficult to master for English speakers as their equivalents "for" and "since" are for French speakers. To the

former, three facts are crucial: (1) "depuis" corresponds to both "for" and "since," which creates ambiguities; (2) "depuis" applies to an uncompleted process, while "pendant" assumes completeness; and accordingly, (3) different verb tenses are used for "depuis" and "pendant." However, one French tense typically used for a completed process, the *passé composé*, looks like a literal translation of an English tense specialized in incompleteness, the present perfect. Native-language interference is likely to linger in this case, so for the teaching of this specific situation, recourse to contrastive methods seems necessary. This is a topic that the grammar-translation method was better prepared to teach than are more modern methods. (Author/MSE)

**ED 245 530** FL 014 351

**Zwicky, Arnold M., Ed. Wallace, Rex E., Ed.**

**Papers on Morphology, The Ohio State University**

**Working Papers in Linguistics #29.**

Ohio State Univ., Columbus. Dept. of Linguistics.

Pub Date—May 84

Note—214p.

Pub Type—Reports - Research (143) — Collected

Works - General (020)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Estonian, Finnish, Form Classes (Languages), German, Latin, \*Linguistic Theory, \*Morphology (Languages), \*Phonology, Quechua, Sanskrit, \*Second Languages, \*Suprasegmentals, \*Syntax, Yiddish

A collection of papers on morphology in relation to other grammar components and on the morphology-syntax interface includes: "Locative Plural Forms in Classical Sanskrit" (Belinda Brodie); "On Explaining Morpheme Structure" (Donald G. Churma); "Lexical Relatedness, Head of a Word and the Misanalysis of Latin" (Brian D. Joseph and Rex E. Wallace); "Heads" (Arnold M. Zwicky); "Why -ak? A Study of Verbal Aspect in Conchucos Quechua" (Anne M. Stewart); "The Syntax-Phonology Boundary and Current Syntactic Theories" (Geoffrey K. Pullum and Arnold M. Zwicky); "Reduced Words in Highly Modular Theories: Yiddish Anarthous Locatives Reexamined" (Arnold M. Zwicky); "Attachment of Articles and Prepositions in German: Simple Cliticization or Inflected Prepositions" (Erhard W. Hinrichs); "A Non-Endoclititic in Estonian" (Joel A. Nevis); "Clitics and Particles" (Arnold M. Zwicky); and "Five Morphemes in Finnish: Possessive Suffixes or Anaphoric Clitics" (Joel A. Nevis). (MSE)

**ED 245 531** FL 014 352

**Trujillo, Lorenzo A. And Others**

**Student Travel: Policies - Regulations - Exhibits.**

Jefferson County Public Schools, Lakewood, Colo.

Pub Date—May 84

Note—80p.; Paper presented at the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Administrative Policy, Elementary Secondary Education, Extracurricular Activities, \*Field Trips, Financial Support, Insurance, \*Legal Responsibility, Letters (Correspondence), Records (Forms), Scholarships, School Responsibility, Student Exchange Programs, \*Student Transportation, \*Travel

Identifiers—Jefferson County Public Schools CO

The Jefferson County (Colorado) Public Schools' regulations and policies concerning student travel covers these forms of travel: student activity travel, extended student travel, district sponsored student travel, district authorized student travel, student exchange, and bonus learning trips. Issues and items addressed include: (1) authorization policies; (2) transportation availability and policy; (3) liability (general considerations, privately owned vehicles, and responsibility law); (4) potential conflicts of interest; (5) publicity; (6) letters to parents for extended travel; (7) use of district transportation (including insurance coverage and billing for services); (8) bid requirements for commercial lodging, transportation, or other services; (9) timelines for trip planning and reporting; (10) criteria for extended travel student selection; (11) conditions for cancellation of a student's participation; (12) trip cancellation policy; (13) sponsor selection and evaluation; (14) collection of funds; (15) scholarship provision; (16) credit options; (17) evaluation of extended student travel experiences; and (18) student exchange program policy and committees. Addi-



tional specific information is given for these trip categories: art, athletic activities, music, science, second language instruction and language camps, and social studies. An appendix of report forms includes those used by the district and parents or guardians. (MSE)

ED 245 532 FL 014 354

*Rickards, Gergette Eguerre*

Parental Attitude in the San Diego Area regarding Foreign Language Study at the Elementary School Level.

Pub Date—84

Note—107p.; Ed.D. Dissertation, United States International University

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Ability, \*Elementary Education, \*Immersion Programs, \*Neighborhood Schools, \*Parent Attitudes, Public Schools, Questionnaires, \*Second Language Instruction, Surveys

Identifiers—\*California (San Diego)

A survey of the opinions of parents of 85 elementary school children in the San Diego area regarding elementary school foreign language instruction is reported. A questionnaire was used to gather data, which was processed with the Statistical Package for the Social Sciences to provide results and correlations in the form of frequencies. Results show 78.9% of parents felt that elementary level foreign language study is important and that the elementary school age is the best time for learning another language. Over 82% felt that the San Diego city schools ought to offer a period of foreign language instruction as part of the regular school curriculum. The preferred language of the majority of respondents was Spanish. Over 68% were unaware of the language immersion program, although 82% still preferred neighborhood schools for foreign language study for their children. Almost 57% felt foreign language study would not be difficult for their children, and over 46% were willing to pay for instruction at the elementary school level. Results are presented in narrative form with some tables, and the questionnaire is appended. (MSE)

ED 245 533 FL 014 369

*Bartelo, Dennis Maslowski*

Getting the Picture of Reading and Writing: A Look at the Drawings, Composing, and Oral Language of Limited English Proficiency Children.

Pub Date—23 Apr 84

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Activities, Grade 1, \*Limited English Speaking, \*Oral Language, Primary Education, Reading Instruction, \*Second Language Learning, \*Story Telling, \*Writing (Composition), Writing Instruction, \*Young Children

Identifiers—\*Drawing, Natural Language

A descriptive study examines the drawing, oral language, and composing behaviors of selected first grade limited English proficient (LEP) children following a natural language text reading experience. The units of analysis were LEP children's drawings, written texts in writing folders, oral language during a writing episode, and story retellings. The research questions were: (1) How do reading experiences influence LEP children's writing? (2) How do LEP children compose? (3) Are drawings indicators of language development? and (4) Does story retelling reveal relationships between speech and writing behaviors? Findings showed that reading experiences influenced the drawings, writing, and oral language of the LEP children. The natural language texts were reference models for what the LEP children talked about, drew pictures about, and selected a topic to write about; and for collected words to help them compose a particular message. The levels of the story retellings were characteristic of the language level and message quality of the LEP children's writing. The study suggests that continued research is needed into the connections of drawing, composing, and oral language with language acquisition and the writing process. (MSE)

ED 245 534 FL 014 371

*Arnborg, Lenore*

Bilingual Education of Young Children in England and Wales.

Linköping Univ. (Sweden). Dept. of Education.

Report No.—ISBN-91-7372-551-X; LiU-PEK-R-73

Pub Date—Jun 82

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Comparative Analysis, Day Care, \*English (Second Language), English Instruction, Foreign Countries, Immigrants, \*Language Research, Native Language Instruction, Preschool Children, \*Program Effectiveness, Second Language Programs, Welsh, \*Young Children

Identifiers—\*England, Sweden, \*Wales

Observations from site visits in England and Wales and a limited review of the literature about bilingual education of young children, particularly of preschool age, are reported here. The current native language teaching situation in England and several related ongoing research projects are described, and English as a second language programs and several monolingual programs for preschool children that are relevant to the bilingual child are discussed. In Wales, bilingual education programs for Welsh-English-speaking children are found to be more common than in England. The importance of the early years for second language learning is emphasized in several research projects as well as in a nationwide movement for Welsh medium nursery schools and playgroups. Some aspects of the Welsh and English research and program design relating to the current situation in Sweden for educating young immigrant children are examined. (MSE)

ED 245 535 FL 014 372

*Arnborg, Lenore*

Bilingual Education for Preschool Children.

Linköping Univ. (Sweden). Dept. of Education.

Report No.—ISBN-91-7372-715-6; LiU-PEK-R-84

Pub Date—Oct 83

Note—71p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acculturation, \*Bilingual Education, Cultural Pluralism, \*Curriculum, English (Second Language), Instructional Materials, Parent Participation, \*Preschool Children, Program Descriptions, Program Design, \*Program Development, Program Evaluation, Research Needs, Second Language Instruction, \*Teacher Education

Identifiers—Sweden

A review of ERIC literature, descriptions of 20 preschool bilingual education programs around the world, and information obtained that would be useful in Swedish program development and research are presented. A section giving background on bilingual education looks at types of programs, relationships of programs with external factors, assimilation versus cultural pluralism, the Bilingual Education Act of 1968, the English as a second language approach, and the bilingual-bicultural approach. A section describing the 20 programs outlines their characteristics (language group, goals, language distribution, staff, materials, teacher training, parental involvement, evaluation, and evaluation results), language training programs and methods, teacher training, the relationship of bilingual education and the home (programs emphasizing some parental involvement and recommendations made in the literature for parental involvement), and available resources and resource centers. A final review section looks at the importance of considering background factors in program development, methodological and group factors related to language learning, parental involvement, local versus centralized support for teacher training and materials development, and the importance of program evaluation. (MSE)

ED 245 536 FL 014 384

*Summers, Walter Van Horton, David L.*

Context-Specific Encoding Facilitates Sentence Recognition.

Pub Date—84

Note—17p.; Paper presented at the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*Context Clues, \*Encoding (Psychology), Language Research, \*Pattern Recognition, Recall (Psychology), \*Recognition (Psychology), \*Word Recognition

This study investigates the influence on sentence encoding of activating appropriate contextual

knowledge. A group of 72 undergraduate students randomly assigned to four treatment groups read and were later asked to recognize sentences from a passage. In one group, subjects were told nothing about the passage from which the sentence was taken. In the other groups, the subjects were (1) told the title before reading the sentence, (2) told the title after the reading and before the testing, or (3) told the title before and asked to relate the sentence to it. After the initial passage reading, subjects were given a brief mathematical distractor test and then asked to identify sentences as old or new. Results show that title availability during encoding significantly increased both recognition of target sentences and rejection of distractor sentences. Providing the title immediately prior to testing but after reading did not improve performance over the no-title condition. It appears that awareness of context during encoding enables subjects to engage in unique encoding processes benefitting recognition as well as recall memory. (MSE)

ED 245 537 FL 014 385

Three-Year Spanish Program Curriculum Guide,

Grades 10-12.

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—82

Note—144p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Behavioral Objectives, \*Cultural Education, \*Curriculum Design, Curriculum Guides, Foreign Countries, \*Language Skills, Program Evaluation, Secondary Education, \*Second Language Programs, \*Spanish, Student Evaluation

Identifiers—\*Alberta

The three-year Spanish program curriculum guide for Alberta public high schools outlines: (1) program objectives reflecting the basic education goals as well as a rationale for including Spanish in a school program; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 12; (3) specific performance objectives and linguistic content for each of grades 10, 11, and 12; (4) specific minimum core content for all students as well as elective components for enrichment and remediation; and (5) suggested instructional strategies and evaluation procedures. Lists of suggested vocabulary for each grade level and a cross-reference from performance objectives to the recommended text are also included. Content for grade 10 includes social conventions; identifying persons and objects; expressing actions, location, time, possession, quantity, permission and desire, people and things, emotions and attitudes, relationships, and cause and effect; and indirect speech. Content for grade 11 includes social conventions; identifying persons and objects; expressing actions, time, possession, and emotions and attitudes; and describing people and things. Grade 12 content includes social conventions and expressing actions, time, quantity, and relationships. (MSE)

ED 245 538 FL 014 386

*Lazaruk, Walter A. And Others*

French as a Second Language Handbook.

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—80

Note—217p.

Pub Type—Guides - Classroom - Teacher (052) —

Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Classroom Techniques, Comparative Analysis, Contrastive Linguistics, \*Educational Strategies, Elementary Secondary Education, English, Evaluation Criteria, Foreign Countries, \*French, Language Tests, Learning Strategies, Program Evaluation, Psycholinguistics, \*Second Language Instruction, \*Second Language Learning, Student Evaluation, Teaching Guides, Teaching Methods

Identifiers—\*Canada

The handbook is a service publication for teachers of French as a second language. Each of five articles addresses a specific issue. "Teaching and Learning Strategies" (Walter A. Lazaruk) reviews the four skills approach used in second language learning. A communication model of teaching, used alongside study of the language itself, is recommended. Practical suggestions are given for teachers. "Learning Strategies" (Madeleine Monod) offers a practical

guide for a second language program, focusing on the practitioner in the classroom. Procedural suggestions are given for using the curriculum guides and program outlines provided by the provincial education authority to integrate instruction in the four skills. Although the specific applications given are for junior high, the principles are found to be applicable to all grade levels. In "A Guide to Evaluation in the French Program" (Douglas Parker), a brief statement on testing and student evaluation is provided, with a comprehensive review of the types of tests available, how they may be developed for each of the four skill areas, testing procedures, and the types of tests to be developed for evaluation of a second language program. "The French Language as Spoken in Canada" (Roger Motut) clarifies the distinction between academic French and standard Canadian French and explains the language variations in Canada. In "Learning French as a Second Language: Some Psycho-Linguistic and Pedagogical Hints" (Pierre Monod), the psycholinguistic theory of language learning and practical suggestions for classroom teaching are outlined, and the English and French languages are compared. (MSE)

ED 245 539 FL 014 387

Bussiere, Adrien L., Ed.

*La Culture Canadienne-Francaise = French Canadian Culture. Interim Edition.*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—79

Note—121p.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Cultural Education, Curriculum Development, Demography, Economics, Foreign Countries, \*French, Geography, Grade 7, Grade 8, Grade 9, \*History Instruction, Immigrants, \*Instructional Materials, \*North American History, Secondary Education, \*Second Language Instruction, Vocal Music

Identifiers—Alberta, \*Canada, \*French Canadians  
Materials about the culture specific to French-speaking people in Canada are presented as part of the cultural component of the prescribed second language curriculum. The materials follow the suggested sequence of studying the "French Fact" in Alberta in grade 7, the study of French settlements in Canada in grade 8, and in-depth study of Quebec and Quebecers in grade 9. The text, entirely in French, consists of three parts. The first, concerned with the French presence in Alberta, outlines relevant demography and geography, manifestations of French life (family, parish, education, sociocultural activities, economic activity, and means of communication), and history as traced through the fur trade, missionary movements, and colonization. The second part focuses on French groups in Canada, those of the Maritime Provinces, Ontario, and western Canada. Discussion of the Maritime Provinces includes a history of Acadia, and the discussion of Ontario and western Canada looks at geography, the political and legal situation, the social milieu, economy, education, cultural activities, and history. The final part, on Quebec, outlines the geography, demography, economy, government, history, regions, Quebec life, and leisure and traditions. An appendix of French Canadian songs consists of three sections: Quebec singers and the texts of their songs (intended for grade 7), francophone singers outside Quebec, and their songs (grade 8), and the best known French Canadian singers and their songs (grade 9). (MSE)

ED 245 540 FL 014 388

*Nine-Year French Program. Curriculum Guide, [Grades 4-12].*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—80

Note—391p.; For related documents, see FL 014 389-390.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Articulation (Education), Behavioral Objectives, \*Cultural Education, \*Curriculum Design, Curriculum Guides, Educational Objectives, Foreign Countries, \*French, Instructional Materials, Intermediate Grades, \*Language Skills, Secondary Education, \*Second Language Instruction, Time Factors (Learning), Vocabulary  
Identifiers—\*Alberta

The curriculum for a nine-year French language program in Alberta, beginning in grade 4 and de-

signed to increase the effectiveness of language instruction by improved articulation and increased instructional time, is presented for each grade level. An introductory section outlines these program elements: rationale, goals, objectives, categories of curriculum content, minimum expectations for skill development and cultural understanding at the elementary level, suggested allotment of time for skill development, and phonology. Subsequent sections, organized for each school level (grade, junior high, and high school), outline specific grade-level performance objectives and the applicable linguistic content, suggested vocabulary, suggested cultural themes, learning resources, and suggested time allotments. (MSE)

ED 245 541 FL 014 389

*Six-Year French Program. Curriculum Guide, Grades 7-12.*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—79

Note—221p.; For related document, see FL 014 388. This curriculum guide covers grades 7-9; for grades 10-12 guide, see FL 014 390.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Behavioral Objectives, \*Classroom Techniques, Curriculum Guides, \*Educational Objectives, Educational Strategies, Foreign Countries, \*French, \*Language Skills, Program Descriptions, Secondary Education, \*Second Language Instruction, Student Evaluation, Time Factors (Learning)

Identifiers—\*Alberta

The curriculum guide for a six-year French language sequence in Alberta public schools outlines: (1) a set of objectives reflecting the basic educational goals of the system along with the rationale to support the inclusion of French in school programs; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 9; (3) specific performance objectives and linguistic content for each of grades 7 through 9; (4) specific minimum core content for all students as well as elective components for enrichment and remediation; (5) suggested teaching and learning strategies, and evaluation procedures; and (6) suggested instructional time allotments for classroom progress. An index of specific linguistic content and its location in the text "Le Français International" is included. Appendices include three essays: "Teaching and Learning Strategies" (Walter A. Lazaruk); "Learning Strategies" (Madeleine Monod); and "A Guide to Evaluation in the French Program" (Douglas Parker). (MSE)

ED 245 542 FL 014 390

*Three-Year French Program. Curriculum Guide, Grades 10-12.*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—80

Note—115p.; For related documents, see FL 014 388-389.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Behavioral Objectives, Classroom Techniques, \*Cultural Education, Curriculum Guides, \*Educational Objectives, Educational Strategies, Evaluation Methods, Foreign Countries, \*French, High Schools, \*Language Skills, \*Second Language Instruction, Student Evaluation

Identifiers—\*Alberta

The curriculum guide for the articulated three-year French language program in Alberta public schools, designed as a minimum language program, outlines: (1) a set of program objectives reflecting the program's basic educational objectives, and a rationale to support inclusion of French in a school curriculum; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 12; (3) specific performance statements and linguistic content for each of grades 10 through 12; (4) specific minimum core content for all students as well as elective components for enrichment; and (5) suggested teaching and learning strategies and evaluation procedures. A list of reading resources and an index cross-referencing specific performance objectives with the text "French for Mastery" are included. (MSE)

ED 245 543

FL 014 391

*English as a Second Language/Dialect (ESL/D). Guidelines and Suggestions for the Administration and Organization of Programs. Interim Edition.*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—82

Note—79p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Administrator Guides, Culture Contact, Definitions, \*Dialects, Educational Philosophy, \*English (Second Language), Foreign Countries, \*Human Resources, Measurement Techniques, \*Program Administration, \*Program Design, Records (Forms), \*Second Language Instruction, Student Evaluation, Student Placement, Teacher Education  
Identifiers—\*Alberta

Guidelines and suggestions for administering programs of English as a second language or dialect (ESL/D) address a variety of issues. The first section outlines the rationale and philosophy behind the materials, including definitions of an ESL student and program, definitions of a second dialect student and program, and philosophy, goals, and objectives of an ESL/D program. The second section looks at the nature of culture, cross-cultural adaptation and its stages, probable student behaviors in this adjustment process, schools and cultures, helping ESL/D students adjust, and helping schools adjust. Section three reviews assessment and placement procedures: initial placement and assessment, reception and orientation, records and reporting procedures, review and reassessment of student progress, criteria for transition from ESL/D to the regular program, ongoing evaluation, and achievement tests. The fourth section outlines the types of ESL/D programs offered in Canadian schools and their advantages and disadvantages: reception classes, part-day classes, withdrawal programs (resource rooms and itinerant teachers) to help students make the transition to a new culture, transitional classes, support programs within a regular classroom, and bilingual programs. The fifth section notes potential human resources in the school and community. Forms and tests are appended. (MSE)

ED 245 544 FL 014 392

*Six-Year Program. Ukrainian as a Second Language. Curriculum Guide, Grades 7-12.*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—81

Note—139p.; For a related document, see FL 014 393.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Articulation (Education), Behavioral Objectives, \*Cultural Education, Curriculum Guides, Educational Objectives, Foreign Countries, \*Language Skills, Secondary Education, \*Second Language Instruction, \*Time Factors (Learning), \*Ukrainian  
Identifiers—\*Alberta

The prescribed, articulated six-year curriculum for new Ukrainian as a second language programs in Alberta is outlined, including: (1) objectives reflecting the basic educational goals and a rationale to support the inclusion of Ukrainian in a school program; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing); (3) specific performance objectives and related linguistic content for each grade from 7 through 12; (4) specific minimum core content for all students as well as elective components for enrichment and remediation; and (5) suggestions for instructional time allotment. Suggestions for major cultural themes, culture course design, general teaching strategies, testing and evaluation procedures, and learning resources are also included. (MSE)

ED 245 545 FL 014 393

*Three-Year Program. Ukrainian as a Second Language. Curriculum Guide, Grades 10-12.*

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—83

Note—128p.; For a related document, see FL 014 392.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Articulation (Education), Behavioral Objectives, Classroom Techniques, \*Cultural Ed-

ucation, Curriculum Guides, Educational Objectives, Educational Strategies, Foreign Countries, High Schools, Information Sources, \*Language Skills, Learning Strategies, \*Program Design, \*Second Language Instruction, Time Factors (Learning), \*Ukrainian

Identifiers—\*Alberta

The curriculum for a three-year Ukrainian second language program in Alberta public schools is designed to provide for articulation and continuity. The program outline provides: (1) a set of objectives reflecting basic educational objectives and a rationale to support inclusion of Ukrainian in a school program; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 12; (3) specific performance objectives and the related linguistic content for each of grades 10, 11, and 12; (4) specific minimum core content for all students as well as elective components for enrichment and remediation; and (5) suggested teaching and learning strategies and evaluation procedures. A list of suggested learning resources and a cross-reference between the performance objectives and the recommended text are also included. (MSE)

ED 245 546 FL 014 394

Krzyzanowski, Jerzy R. And Others

Polish: Individualized Instruction 101.51. Learning Packets, Units 1-5.

Ohio State Univ., Columbus.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—82

Grant—G00-82-1043

Note—202p; For related documents, see FL 014 395-397. Tape copies may be obtained from Slavic Learning Center, Ohio State University.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Behavioral Objectives, Check Lists, Class Activities, College Second Language Programs, Curriculum Guides, Higher Education, \*Individualized Instruction, \*Introductory Courses, Language Tests, \*Learning Modules, Pattern Drills (Language), \*Polish, Programmed Instructional Materials, \*Second Language Instruction

The instructional manual for an individualized course in introductory college-level Polish presents the first five units and a review section. Each unit contains: (1) a student-instructor grading checklist; (2) a list of primary performance objectives of the unit; (3) student activity schedule integrating text readings, tape assignments, and written and oral exercises; (4) vocabulary list; (5) notes on grammar and vocabulary items; (6) listening and written exercises; (7) self-test; and (8) answer key. The review, covering the first five units, is in the form of a test, with an answer key provided. The first five units cover the Polish alphabet and sounds, basic vocabulary, greeting and address (formal and informal), gender and adjectives, question words, names and locations of Polish cities, appropriate forms and uses of the word "Polish," negation and double negation, family names and relationships, pronunciation, stems and endings, word order, comparisons, the instrumental case, adjectives (demonstrative, personal, possessive), translation, time expressions, imperatives, and Polish first names. (MSE)

ED 245 547 FL 014 395

Krzyzanowski, Jerzy R. And Others

Polish: Individualized Instruction, 102.51. Learning Packets, Units 6-10.

Ohio State Univ., Columbus.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—82

Grant—G00-82-1043

Note—206p; For related documents, see FL 014 394-397. Tape copies may be obtained from Slavic Learning Center, Ohio State University.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Behavioral Objectives, Checklists, Class Activities, College Second Language Programs, Curriculum Guides, Grammar, Higher Education, \*Individualized Instruction, Introductory Courses, Language Tests, \*Learning Modules, Pattern Drills (Language), \*Polish, \*Programmed Instructional Materials, \*Second Language Instruction, Vocabulary

The instructional manual for the second segment

of an individualized course in college-level introductory Polish includes outlines for five learning modules (units 6-10 of the course) and a review. Each unit contains: (1) a student-instructor grading checklist; (2) a list of primary performance objectives of the unit; (3) student activity schedule integrating text readings, tape assignments, and written and oral exercises; (4) vocabulary list; (5) notes on grammar and vocabulary items; (6) listening and written exercises; (7) self-test; and (8) answer key. The review, covering all five units, is in the form of a test, with an answer key provided. The units cover additional practice of verbs and imperatives, instrumental and "to jest" expressions, verbs of knowing, comparative and superlative in adjectives and adverbs, possessive words, nominative and accusative plural, the conditional mood, and numbers and time. (MSE)

ED 245 548 FL 014 396

Krzyzanowski, Jerzy R. And Others

Polish: Individualized Instruction, 103.51. Learning Packets, Units 11-15.

Ohio State Univ., Columbus.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—82

Grant—G00-82-1043

Note—217p; For related documents, see FL 014 394-397. Tape copies may be obtained from Slavic Learning Center, Ohio State University.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Behavioral Objectives, Checklists, College Second Language Programs, Curriculum Guides, Grammar, Higher Education, \*Individualized Instruction, Introductory Courses, Language Tests, \*Learning Modules, Pattern Drills (Language), \*Polish, \*Programmed Instructional Materials, \*Second Language Instruction, Vocabulary

The instructional manual for the third segment of an individualized course in college-level introductory Polish includes outlines for five learning modules (units 11-15 of the course) and a review. Each unit contains: (1) a student-instructor grading checklist; (2) a list of primary performance objectives of the unit; (3) student activity schedule integrating text readings, tape assignments, and written and oral exercises; (4) vocabulary list; (5) notes on grammar and vocabulary items; (6) listening and written exercises; (7) self-test; and (8) answer key. The review, covering all five units, is in the form of a test, with an answer key provided. The units cover additional vocabulary and practice with possessives, adjective comparison, the genitive case, numerals, past tense, participles and verbal nouns, use of "ktory," and prepositions. (MSE)

ED 245 549 FL 014 397

Krzyzanowski, Jerzy R. And Others

Polish: Individualized Instruction, 104.51. Learning Packets, Units 16-20.

Ohio State Univ., Columbus.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—82

Grant—G00-82-1043

Note—209p; For related documents, see FL 014 394-396. Tape copies may be obtained from Slavic Learning Center, Ohio State University.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Behavioral Objectives, Checklists, College Second Language Programs, Curriculum Guides, Grammar, Higher Education, \*Individualized Instruction, Introductory Courses, Language Tests, \*Learning Modules, Pattern Drills (Language), \*Polish, \*Programmed Instructional Materials, \*Second Language Instruction, Vocabulary

The instructional manual for the fourth segment of an individualized course in college-level introductory Polish includes outlines for five learning modules (units 16-20 of the course) and a review. Each unit contains: (1) a student-instructor grading checklist; (2) a list of primary performance objectives of the unit; (3) student activity schedule integrating text readings, tape assignments, and written and oral exercises; (4) vocabulary list; (5) notes on grammar and vocabulary items; (6) listening and written exercises; (7) self-test; and (8) answer key. The review, covering all five units, is in the form of a test, with an answer key provided. The units cover

additional vocabulary and practice in masculine personal nouns, the dative case, adverbs, the locative case, passive voice, phrases with participles, compound numerals, names of the months, dates, conditional verbs, and future tense. (MSE)

ED 245 550 FL 014 398

Sanchez, James Joseph

Public Law 480: Declining Prospects for the Continued Support of Area Studies.

Pub Date—Nov 83

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Area Studies, Educational Economics, \*Federal Aid, \*Federal Legislation, Foreign Language Books, Higher Education, \*International Relations, \*Library Acquisition, Library Materials, \*Second Language Instruction

Identifiers—Public Law 480 (83d Cong)

Public Law 480, whose original intent was to sell surplus foodstuffs to famine-stricken nations, evolved into a program of obtaining foreign language materials for libraries with the large quantities of soft currencies obtained through the food sales.

The acquisition effort developed ambitious goals for systematic improvement of the quality of area and language studies in American universities. Major area collections have evolved in university libraries, largely as a result of this federal support. However, libraries have at the same time become less reliant upon other means of support for development of collections. The high level of support provided by Public Law 480 is now threatened. Participating libraries will probably be forced to contribute to the full cost of materials orders, and university participation in the customary blanket orders is likely to shrink. Similarly, the number of items available through the program may decrease, and the format may be less acceptable due to a microfilming trend. These developments suggest that the future of the Public Law 480 libraries and the area studies programs they support is uncertain. (MSE)

ED 245 551 FL 014 399

Fayer, Joan M. Krasinski, Emily

Measuring Student Attitudes for Curriculum Planning: A Study of ESL Students at the University of Puerto Rico.

Pub Date—Mar 84

Note—16p; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*Curriculum Development, Educational Assessment, \*English (Second Language), Higher Education, \*Language Attitudes, \*Learning Motivation, \*Second Language Instruction, Self Evaluation (Individuals), \*Student Attitudes, Universities

Identifiers—University of Puerto Rico

In 1982-83 a formative evaluation of the second-year English as a second language program at the University of Puerto Rico was conducted to examine whether the current curriculum was meeting the English language needs of the students. The instrument used was a questionnaire in Spanish to measure the students' self-assessed proficiency in English, motivations and attitudes toward the language, and current and projected uses of English. It was completed by 864 students enrolled in low-intermediate skills-oriented classes. Half the students reported good reading comprehension. While 81% stated that they liked English, 77% felt their attitudes had improved since elementary school. Although English is required in Puerto Rico, and students see it as important because of Puerto Rico's relationship with the United States, they felt that the language had been forced on them. However, they did not feel English skills had any negative effect on their Spanish. Half admitted apprehension in speaking English. The skill most immediately sought was reading, but speaking was the skill felt to be most needed in the future. The greatest need for improvement was also in reading skills. Most planned to take an English elective course in the future, especially if it were a conversational course. More than a third preferred an English requirement longer than the current two years. Other motivational and activity findings are reported and related to curriculum planning. (MSE)



## ED 245 552 FL 014 400

Garcia, Marilyn Grady, Karen  
Summer HILT Experience: ESL and SSL for  
Elementary School.

Pub Date—84  
Note—10p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (San Jose, CA, April 13-15, 1984).

Pub Type—Reports - Descriptive (141) —  
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*English (Second Language), Federal Aid, \*FLES, Follow-up Studies, \*Intensive Language Courses, Junior High Schools, Program Descriptions, Program Development, Scheduling, \*Second Language Instruction, \*Spanish, Student Attitudes, \*Summer Programs

Identifiers—California (Monterey County)

A high intensity language training (HILT) summer program in English as a second language and Spanish as a second language offered to second through eighth grade students in the North Monterey County Unified School District (California) during the summers of 1982 and 1983 is described. The program funding, design, admission, development, and scheduling process is outlined. The schedule included an hour each day for each of these elements: vocabulary, culture, literature, and art. Practical suggestions for extending the limits of a pull-out program and activities that can be easily incorporated into a bilingual classroom are included. HILT student responses in followup interviews conducted 7 months after the 1983 summer program are also presented. A discussion of how a positive second language learning experience at the elementary level may provide intrinsic motivation to learn a second language, as well as nurture cross-cultural understanding between English- and Spanish-speaking students, is based on those student reactions. (MSE)

## ED 245 553 FL 014 401

English Teaching Profile: Lesotho.  
British Council, London (England). English Language and Literature Div.

Pub Date—Apr 84  
Note—10p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, Educational Administration, Educational Planning, \*English (Second Language), English Teacher Education, Foreign Countries, Instructional Materials, \*Language Attitudes, Language of Instruction, \*Language Role, \*Second Language Instruction, \*Technical Assistance

Identifiers—Lesotho

The role and status of English in the African country of Lesotho, where English is the second official language, is outlined. Topics discussed include (1) the place of English language in the country in general and within the educational system, including primary and secondary schools and each major postsecondary education institution; (2) the supply of English teachers; (3) the availability of instructional materials and books in English and the variety in use; (4) educational administration as it relates to English teaching; (5) development and planning of English teaching; (6) English instruction outside the official educational system; (7) British, American, and other agency support for English teaching; (8) commercial opportunities for producing and marketing English materials; (9) the state of creative writing in English; (10) current research; and (11) major sources of information. It is concluded that although British-Lesotho relations remain strong and there is significant need for English competence in education and international relations, there is no clear or coherent government policy for its use and teaching, and no unambiguous assessment of instructional needs and priorities. Scarce money, and scarcity of skilled manpower and materials are cited as reasons; and it is suggested that well-qualified citizens may be drawn to higher pay and more comfortable conditions in other countries. (MSE)

## ED 245 554 FL 014 403

[Refugee Materials Center Bibliography].  
Department of Education, Kansas City, Mo. Regional Office 7.

Spons Agency—Department of Education, Wash-

ington, DC.

Pub Date—1 Oct 83

Note—195p.; A product of the Refugee Materials Center. Supersedes ED 220 548.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Acculturation, Bibliographies, Chinese, \*English (Second Language), Indochinese, \*Information Sources, \*Instructional Materials, Korean, Polish, Publishing Industry, \*Refugees, Relocation, Rumanian, Russian, \*Second Language Instruction, Spanish Speaking, Textbooks, Thai, Vietnamese

Identifiers—Afghanistan, Cambodia, China, Ethiopia, Iran, Korea, Laos, Poland, Rumania, Thailand, USSR, Vietnam

A bibliography of the collection of donated works relating to the education and resettlement of refugees held at the Dissemination Center of the U.S. Department of Education in Kansas City, MO, consists of textbooks for teaching English as a second language, other curricular materials, and supplementary materials from publishers and other sources. These sections are included: textbooks and workbooks for teaching English (989 items); curricular and supplementary materials for teaching Vietnamese (250); materials for teaching Cambodians (58); materials for teaching Laotians (108); materials for teaching Chinese-speaking Indochinese (23); general resettlement information (130); general information concerning Asians (12); materials for teaching Soviets (9); materials for teaching Spanish-speaking refugees (50); materials for teaching Iranians (4); materials for teaching Thais (8); materials for teaching Ethiopians (5); materials for teaching Afghans (3); materials for teaching Romanians (1); and materials for teaching Koreans (2). For each listing, information is given about the materials' source, cost, and audience. A list of publishers' addresses is included. (MSE)

## ED 245 555 FL 014 415

Stockman, Ida J. And Others  
A Developmental Study of Black English—Phase I.  
Final Report.

Center for Applied Linguistics, Washington, D.C.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—NIE-G-80-0135

Note—160p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Black Dialects, \*Black Youth, Child Language, Descriptive Linguistics, Infants, \*Language Acquisition, Language Research, Literature Reviews, \*Phonology, \*Preschool Children, \*Semantics, Working Class

A study providing a descriptive and explanatory analysis of the representative stages of language acquisition found in a sample of 12 working-class black children ranging from 18 months to 4.6 years is reported. Previous general language research concerned with linguistic abilities of working-class black children is critically evaluated, and the impact of this research on language acquisition studies within this population is examined. Two guidelines for conducting future language acquisition studies with black children are recommended. The general method and procedures for this study and specific procedures for the semantic category analysis and phonological analysis are outlined, and the results of the study are presented. Three analyses are included: (1) a descriptive and explanatory account of the general types of semantic categories that are linguistically coded by this population at different developmental stages, (2) a detailed description of the subcategories that differentiate the general category of location, and (3) a phonological analysis focusing on the acquisition of final consonants. Practical and theoretical implications of the findings are examined. Appendices include the standard checklist questionnaire, parent consent form, letter of agreement to parents, standard recording form, case history form, and log of the sampling session. A bibliography is included. (MSE)

## ED 245 556 FL 014 416

Byrne, Donn Rixon, Shelagh  
Communication Games. ELT Guide 1.

British Council, London (England).

Report No.—ISBN-0-7005-0565-2

Pub Date—83

Note—96p.; Reprint of teaching aid originally pro-

duced by the English Language Teaching Institute.

Available from—Humanities Press, Inc., Atlantic Highlands, NJ 07716 (\$20.00).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—\*Class Activities, \*English (Second Language), \*Games, \*Group Activities, \*Language Skills, Large Group Instruction, Second Language Instruction, Skill Development, Small Group Instruction

A collection of 25 games, some illustrated, for English language instruction includes information exchange games for pairs and small groups (Describe and Draw, Describe and Arrange, Construct It, Describe and Construct, Find the Difference, Complete It, Ask the Right Question, Compare and Check, Rescue), linking and matching games (Use It, Picture Dominoes, Picture Rummy, Categories, Happy Families), board games (The Gift Game, Travel Games, If, Say It, Get It Done), and whole class games (Left Hand, Right Hand; May I Introduce Myself?; Find Your Partner; Where Are They?; The Detective Game; Collage). A section on published games discusses their adaptation and use if they are not intended for language instruction and includes an annotated list of published games. Another section focuses on methods for presenting, classifying, and retrieving games. Transcripts of recordings of students playing games are appended, and a bibliography and a list of publishers' and manufacturers' addresses are included. (MSE)

## ED 245 557 FL 014 417

Herbert, David Sturridge, Gill  
Simulations. ELT Guide 2.

British Council, London (England).

Report No.—ISBN-0-85633-192-9

Pub Date—84

Note—60p.; Reprint of teaching aid originally produced by the English Language Teaching Institute.

Available from—Humanities Press, Inc., Atlantic Highlands, NJ 07716 (\$14.50).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, Classroom Techniques, \*English (Second Language), Geography, Learning Motivation, \*Role Playing, Secondary Education, Second Language Instruction, \*Simulation, Teacher Education

Simulation, including role-playing and role-simulation, as techniques for teaching English as a second language are discussed and illustrated. Introductory sections outline the instructional value of simulations, their motivating function, stages in their production, and their structure. Their production includes these stages: analysis of student profiles, selection of language learning objectives, a decision on the appropriate scenario, description of roles, construction or adaptation of the scenario, production of appropriate language inputs, and production of appropriate materials and equipment. Detailed descriptions of four sample simulations follow. Three are problem-centered, requiring the participants to discuss an issue and, when possible, reach a decision. The simulation topics are English language teaching problems in a fictitious country, a regional development project in a fictitious French town, and life in a fictitious English town. One is a production-centered simulation, where the task involves the participants in creating an end product, in this case a radio program. A list of published simulations and publishers' addresses, and a bibliography are appended. (MSE)

## ED 245 558 FL 014 418

Baughin, Judith A.  
Ohio Business Surveys.

Pub Date—82

Note—70p.; Paper presented at the Annual Conference for Foreign Language Teachers (7th, Youngstown, OH, October 29, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Employment Qualifications, \*Industry, \*International Trade, \*Language Role, \*Language Skills, Questionnaires, \*Second Languages, Surveys, Translation, Urban Areas

Identifiers—Ohio (Akron), Ohio (Cincinnati), Ohio (Columbus), Ohio (Toledo)

Results of four surveys of international businesses in the Toledo, Columbus, Cincinnati, and Akron,

Ohio, areas regarding the language skills of employees and usefulness of second language skills in their domestic and international trade activities are reported in detail. In the Toledo survey it was found that of the 48 respondents, 72% responded that foreign language skills were a definite asset, with the number of employees using them varying greatly. Almost all said the skills were valuable in the management or executive functions, and over half in secretarial or stenographic jobs. At 31% of the firms, bilingualism was a consideration in hiring an employee. Spanish, French, and German were the most desired, and most companies had an international market. In the Columbus survey of 89 companies it was found that foreign language skills are considered essential, primarily in executive and secretarial areas. Most companies were involved in a foreign market, and written translation skills were needed in some cases. The Akron survey of 97 companies and the Cincinnati survey of 753 companies revealed similar results. For each survey, specific information about each question and remarks by the respondents are included. (MSE)

**ED 245 559** FL 014 420  
Curtis, Jan K.

*The Teacher's Role in Natural Literacy Acquisition.*

Pub Date—14 Apr 84

Note—24p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (San Jose, CA, April 13-15, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Development, \*Curriculum Development, High Risk Students, \*Language Acquisition, \*Language Arts, \*Literacy Education, Primary Education, Reading Instruction, \*Teacher Role, Writing Instruction

A case is presented for a major overhaul in the language arts curriculum, based on the idea that traditional teaching methods, especially in reading and writing, that do not take into account children's natural tendency to make sense of their world and to base new learning on what they already know, are ineffective or even inhibitive of literacy acquisition. It is argued that instruction by presentation of small, discrete bits of information in isolated lessons unrelated to the authentic functions of language should be replaced by a classroom situation conducive to exploration and discovery and activities in which children can use problem-solving abilities to discover reading and writing. Current practices in reading and writing instruction are described and their effectiveness for both the general student population and for students "at risk" is criticized. Research and theory on the development of literacy are reviewed, and some parallels between that process and the acquisition of oral language are drawn. Finally, a different orientation toward literacy in the primary classroom, based on the application of certain language acquisition principles, is proposed and examples of learning activities consistent with current language acquisition research conclusions are provided. (MSE)

**ED 245 560** FL 014 421  
Davidson, Fred

*Teaching and Testing ESL Composition through Contract Learning.*

Pub Date—6 Jun 84

Note—18p.; Revised version of paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Competency Based Education, \*English (Second Language), Error Patterns, \*Performance Contracts, \*Second Language Instruction, Testing, \*Writing (Composition), \*Writing Instruction

Present composition teaching and testing techniques do not formally capture student improvement across essays. Contract learning, a procedure in which student essays are error-analyzed for repeated mistakes, can do so. Correction of those repetitions becomes a set of goals on a written contract signed by the teacher and student, and the student works to accomplish the goals by the end of the term. Contract fulfillment may involve either remediation or self-motivation. Fulfillment is based on a slowing, stoppage, or reversal of error trends by the

term's end. Contract results provide a new, individualized, criterion-referenced source of measurement information to be integrated with other criterion-referenced (task based) and norm-referenced (rank based) sources in an advancement decision using multiple references. Examples are given of this technique, based on 2 years of experience with the contract learning procedure. (Author/MSE)

**ED 245 561** FL 014 422  
Garza, Thomas J.

*Beyond Lozanov: Practical Applications of the Intensive Method in Foreign Language Teaching.*

Pub Date—May 84

Note—16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Classroom Communication, \*Classroom Techniques, Course Descriptions, \*Intensive Language Courses, \*Second Language Instruction, Second Language Learning, \*Speech Skills

Identifiers—\*Suggestopedia

A procedure for implementing a 24-day intensive language course that involves eight thematic lesson plans uses a 3-day cycle of instruction based on the Lozanov method. The classroom is organized to be as free as possible from typical classroom associations, using chairs in a semi-circle without tables or desks. The first 3 days are structured to avoid any stressful or outwardly embarrassing situations for the students, and are entirely oral, without any written text. For each of the eight lessons, the first day's task is getting acquainted. The first presentation of new material is followed by a break, during which the teacher assigns character names and new seating to the students, who never return to their own names. The remainder of the day is spent in holistic processing of the material. Speaking, when required, is done as a group and not individually. The primary goal of the second day is to reinforce and activate the first lesson's material, including detection of stresses picked up by students, articulatory exercises, lexical and grammatical reinforcement, and singing. The third day brings the highest student participation level, moving from the first day's holistic processing and the second day's mixed processing to the final day's highly analytic and cognitive processing. On this day, the theme characters are adapted to other situations outside the text, a departure from the Lozanov method. Use of the Lozanov method in the Soviet Union in the last 5 years has been highly successful. (MSE)

**ED 245 562** FL 014 423  
Nguyen, Liem Dang

*Indochinese Cross-Cultural Adjustment and Communication.*

Pub Date—Mar 84

Note—34p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Houston, TX, March 6-11, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Adjustment (to Environment), Adult Development, Age Differences, Child Development, \*Culture Conflict, English (Second Language), Immigrants, \*Indochinese, \*Intercultural Communication, Older Adults, \*Refugees, Religion, Second Language Instruction, Sociocultural Patterns

Information is given about the cultural and religious background of Indochinese refugees arriving in the United States since 1975, to be used as a basis for promoting cross-cultural adjustment and communication with and in this group. The Indochinese exodus since 1975 is briefly described, focusing on the journey undertaken and the spread of refugees around the world. Common Indochinese traditions are outlined, including family life and behaviors, interpersonal expectations, and communication styles. An examination of common Indochinese psycho-religious forces looks at popular beliefs and the cult of the ancestors, Buddhism, Confucianism, and Taoism. A section on cross-cultural adjustment looks at common problems, among them relationships within communities and families, relationships with other groups, organizational participation, and the minimal use of mass media for communication.

Adjustment in and among age groups is discussed for the elderly, adults, and children, and recommendations are made for supporting each group. General recommendations are also made for supporting social cohesiveness and cross-cultural harmony for Indochinese refugees, covering bilingual-bicultural education, English language training, cultural orientation, family ties, counseling, community networks, cultural orientation training for service agencies, and cross-cultural communication. (MSE)

**ED 245 563** FL 014 424  
Brumfit, C. J., Ed.

*Teaching Literature Overseas. Language-Based Approaches. ELT Documents 115. First Edition.*

British Council, London (England).

Report No.—ISBN-0-08-030341-2

Pub Date—83

Note—139p.

Available from—Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

Pub Type—Guides—Classroom—Teacher (052)—

Collected Works—General (020)—Books (010)

Document Not Available from EDRS.

Descriptors—\*Applied Linguistics, Bibliographies, \*Classroom Techniques, Course Descriptions, Educational Objectives, \*English (Second Language), \*English Literature, \*Foreign Countries, International Educational Exchange, Language Skills, \*Literature Appreciation, Poetry, Reading Instruction, Second Language Instruction, Suprasegmentals, Teaching Methods, Undergraduate Study

A collection of papers concerning the application of language studies to the instruction and promotion of English literature appreciation in foreign countries includes an introduction by Neil Gilroy-Scott and these essays: "The Deviant Language of Poetry" (H. G. Widdowson); "Approaches to the Study of Literature: A Practitioner's View" (H. L. B. Moody); "Language for Literature" (Alex Rodger); "Stylistics and the Teaching of Literature" (M. H. Shorr); "Stress, Rhythm and Intonation in the Study of English Literature" (Susan Rambaran); "Language as a Literary Medium: An Undergraduate Course" (Graham Tregrove); "On the Goals of a Reading Programme for Students of English as a Foreign Language" (Keith Jones); and "Linguistic Approaches to Literature: A Select Bibliography" (Yolande Cantu). (MSE)

**ED 245 564** FL 014 425  
McGovern, John, Ed.

*Video Applications in English Language Teaching. ELT Documents 114. First Edition.*

British Council, London (England).

Report No.—ISBN-0-08-029476-6

Pub Date—83

Note—109p.

Available from—Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

Pub Type—Guides—Classroom—Teacher (052)—

Collected Works—General (020)—Books (010)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Instruction, \*Classroom Techniques, Copyrights, \*English (Second Language), English for Special Purposes, English Teacher Education, \*Instructional Materials, Media Selection, Second Language Instruction, \*Videotape Recordings, Visual Stimuli

Identifiers—Great Britain

A collection of works focusing on the use of video instruction in the English as a second language classroom includes a preface that touches on the copyright issue (C. J. Brumfit) and the following articles: "Video and English Language Teaching in Britain" (Frances MacKnight); "The Potential and Limitations of Video" (Dave Willis); "The Role of the Visual Element in Spoken Discourse: Implications for the Exploitation of Video in the EFL Classroom" (Jane Willis); "101 Ways to Use Video" (Jane Willis); "Types of Video Software: A User's Experience" (John McGovern); "Video Applications in English Language Teaching" (Jack Lonergan); "Uses of Video Recording in an Institution" (Margaret Allen); and "Video in English for Specific Purposes" (Chris Kennedy). A bibliography is included. (MSE)

**ED 245 565** FL 014 426  
Zhuang, Juying

*English Teaching in China's Colleges.*

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (San

Jose, CA, April 13-15, 1984). Document contains light print.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Second Language Programs, \*Communism, Educational Change, Educational History, Educational Research, \*English (Second Language), Foreign Countries, Higher Education, Language Teachers, \*Political Influences, \*Second Language Instruction, Sociocultural Patterns, Teacher Education, Teaching Methods  
Identifiers—\*China

The political, cultural, and social factors that have influenced English language teaching in the People's Republic of China's colleges are examined. First, a brief history of English teaching in China is presented, beginning in the mid-19th century and focusing on the 1949 Revolution, the 1960 Sino-Soviet split, and the Cultural Revolution of 1966-76. As part of the current Four-Modernization movement, English instruction now begins at the elementary level and is required in almost all Chinese colleges. To meet the demand outside the schools, instruction is also broadcast on national and local stations several times a day. The influence of sociocultural factors in teaching materials, methodology, teacher education, and learner behavior is discussed, especially at the higher education level and in relation to the traditional Chinese educational system. Changes resulting from visiting foreigners teaching English in the country are also noted. Continuing efforts to bring new materials, methodology, and cross-cultural communication to China and to try to tailor English instruction to the specific situations in which it is taught are recommended. (MSE)

ED 245 566 FL 014 427

McGroarty, Mary

Design and Evaluation of Cross-Cultural Workshops for ESL Teachers and Administrators.

Pub Date—May 84

Note—41p.; Based on a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, \*Cross Cultural Training, \*English (Second Language), Graduate Students, Inservice Teacher Education, Language Teachers, Preservice Teacher Education, \*Program Design, \*Program Evaluation, Second Language Instruction, \*Teacher Education, \*Workshops

Two cross-cultural workshops are outlined and discussed, one designed for graduate students in a training program for teachers of English as a second language and one for public school teachers and administrators. Activities used in each workshop and the rationale for their selection are described in detail. Each workshop included a combination of cognitive, experiential, and affective approaches to cross-cultural topics related to the professional roles of the participants. Evaluation of the workshops was carried out by means of a rating scale and an open-ended questionnaire. The rating scale was a 10-item instrument devised for the goals and content of each workshop and was administered immediately before and after workshop sessions. The questionnaire was distributed after each workshop. The self-rating scale allowed assessment of the effectiveness of the sessions by relating gains in the participants' self-rated awareness of cultural issues to the specific activities chosen for the workshops. To varying degrees, both workshops were perceived as useful by participants, with questionnaire comments corroborating rating scale information. Participants in both workshops made significant gains in self-rated cultural knowledge. Further research into the long-term value of such training in helping educators become more effective in cross-cultural settings at home and abroad is recommended. (Author/MSE)

ED 245 567 FL 014 428

Oxford-Carpenter, Rebecca And Others

English-as-a-Second-Language Programs in the

Army.

American Institutes for Research, Washington,

D.C.

Spons Agency—Army Research Inst. for the Be-

havioral and Social Sciences, Arlington, Va.

Report No.—ARI-1354

Pub Date—Nov 83

Contract—MDA-903-81-C-AA04

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Armed Forces, Educational Needs, \*English (Second Language), Intensive Language Courses, \*Limited English Speaking, \*Military Training, Program Descriptions, Program Evaluation, Puerto Ricans, \*Second Language Instruction, Speech Skills, Standardized Tests, Student Attitudes, Time Factors (Learning)  
Identifiers—\*Army

Three Army programs in English as a second language (ESL) are evaluated. The programs had lengths of 3 weeks, 6 weeks, and 6 months. The evaluation was carried out with a standardized group test of English comprehension, an individually administered test of oral proficiency, questionnaires, observations, followup questionnaires and tests, informal techniques, and curriculum analysis. Most of the soldiers in the programs were well-educated Puerto Ricans with weak oral English skills. The programs' length and content varied widely. All three produced gains in English proficiency, with gains increasing with the program length. ESL training was found to be positively related to lowering of attrition rates. Although ESL participants generally liked their programs and teachers, they felt the need for more practice in conversational skills. Supervisors were generally supportive of the programs and made qualitative decisions between soldiers scoring 50 or more and those scoring less than 50 on the standardized test. Evaluation results suggest a need for greater emphasis on spoken English, more realistic expectations of what can be accomplished in a short time, and systematic training of Army ESL teachers. The need for ESL in the Army is affirmed, and the possible lowering of the current criterion of language proficiency is discussed. (MSE)

ED 245 568 FL 014 429

Kerr, J. Y. K., Ed.

Oral Practice in the Language Laboratory. ELT

Guide 3.

British Council, London (England).

Report No.—ISBN-0-85633-193-7

Pub Date—80

Note—89p.

Available from—Humanities Press, Inc., Atlantic Highlands, NJ 07716 (\$29.75, includes 2 cassette tapes).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Adult Education, Audiotape Recordings, Classroom Techniques, Dialogs (Language), \*English (Second Language), Inservice Teacher Education, Instructional Materials, \*Language Laboratories, \*Material Development, Oral Language, \*Pattern Drills (Language), Second Language Instruction, \*Teacher Education

A selection of language laboratory materials is presented for teachers of English as a second language to draw on in organizing preservice and inservice teacher education workshops. The materials consist of a set of audiotape recordings and tapescripts accompanied by a written commentary. Part 1 is an anthology of excerpts from English Language Teaching Institute units with dialogues and laboratory exercises. The focus is on the design of dialogues and drills, with notes given on the general design of each and examples to illustrate and support the comments. The drills include four kinds: listen and repeat, substitution, transformation, and implication. Part 2 contains notes on the general design of complete language laboratory units and five of these units from English Language Teaching Institute materials, with comments on each. The units are entitled "What Are You Doing, Joan?" "Mr. Roberts' Diary," "The Investigation," "Money for the Scheme," and "Please Explain." An appendix of specialized terminology and a bibliography are appended. (MSE)

ED 245 569 FL 014 430

Brown, Cheryl

Two Windows on the Classroom World: Diary Studies and Participant Observation Differences.

Pub Date—Mar 84

Note—25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Comparative Analysis, \*Diaries, \*English (Second Language), \*Observation, Reliability, \*Research Methodology, \*Second Language Learning, \*Student Attitudes, Validity

Two methods of researching second language learning are described, analyzed, and compared: student diaries giving a first-person account of the second language learning experience; and participant observation, in which the observer is in the language learning situation recording in descriptive terms all possible data about the situation. Pedagogical claims made about the two research methods are outlined from the relevant literature, and a study comparing the two methods is presented. The study used data from a completed study of older adult learner characteristics. Diaries written by both the older students and others in the class were compared with descriptive information gathered by an observer in the classroom and other situations in which smaller groups of the learners were participating. The data gathered in the study were examined in light of the pedagogical claims made about the methods. It was found that some of the claims for each method were upheld, and some needed modification. Some additional strengths and weaknesses that might be of use in making research decisions were identified, including the amount of researcher time needed for gathering data, certainty of gathering adequate data, and ease of quantification. It is suggested that researchers choosing between the two methods consider these factors: the need to focus on the individual learner, the desire not to change the learning situation, the desire to let the research have immediate learner use, available researcher time, and certainty and quantifiability of data. (MSE)

ED 245 570 FL 014 431

Barker, Marie E.

Does Bilingual Education Make a Difference to Employers?

Pub Date—Mar 84

Note—14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984). Tables have blurred print.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Teachers, Certification, Education Work Relationship, Elementary Education, \*Employer Attitudes, \*Employer Employee Relationship, \*English (Second Language), School Districts, \*Teacher Education, \*Teacher Salaries

Identifiers—\*Texas (El Paso)

In the El Paso, Texas, area (a binational community with a growing Mexican American population), bilingual programs operate in almost every public school and the need for certified bilingual teachers is increasing. As of 1981-82, 424 teachers had received bilingual certification based on teaching experience rather than organized university training, and many fewer had been certified through the full 24-hour or minimum 12-hour university program. An elementary teacher education program at the University of Texas at El Paso College of Education is designed to reverse the trend toward minimum standards for bilingual teachers and raise teacher competence levels for improved instructional programs. Bilingual education is now available as a standard teaching field with enhanced in-depth preparation and field practice. In 1982-83, the university certified 23% of all graduating elementary education majors in bilingual education through this program, and certified 34% of former graduates through the minimum 12-hour program. Student reluctance to enroll in the program is ascribed to fear that bilingual education will disappear, and some students resist committing more time and energy to preparation in a field that receives no extra pay. However, in Houston and in El Paso's Yuleta Independent School District, certified bilingual teachers receive up to \$1,500 in salary increments for their specialized training, and the approach of rewarding teachers for better preparation is recommended as a means to achieving excellence in bilingual education programs. (MSE)

ED 245 571 FL 014 432

Mace-Matlock, Betty J. And Others

Language and Literacy Learning in Bilingual Instruction: Preliminary Report. Descriptive Stud-



ies-Asian, Spanish, Navajo.  
Southwest Educational Development Lab., Austin,  
TX. Div. of Language and Literacy.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—30 Sep 82  
Contract—400-80-0043  
Note—251p; For related documents, see FL 014  
433-437.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC11 Plus Postage.  
Descriptors—\*Academic Achievement, American  
Indians, Asian Americans, \*Bilingual Education,  
Cantonese, Comparative Analysis, Educational  
Change, English (Second Language), Hispanic  
Americans, Language Acquisition, \*Limited English  
Speaking, \*Literacy Education, Navajo,  
Outcomes of Education, Program Descriptions,  
Program Design, Program Evaluation, \*Second  
Language Learning, Spanish, Student Character-  
istics, Teaching Methods

One segment of a three-year study to examine the relationship between first- and second-language acquisition in light of instructional practices is presented. The study's major focus is the development of literacy skills, including school-related language forms as well as reading and writing, and in this segment, the services delivered to language minority students at three sites are described. The sites were bilingual programs serving populations speaking Spanish, Cantonese, and Navajo. The study examines and describes these elements: (1) the general characteristics of the region and population served by the school district; (2) the characteristics of the services provided by the districts to students of limited or no English speaking ability; (3) changes that have occurred in types of services delivered by the district to language minority students, and the influences of those changes; and (4) the level of academic achievement obtained by students who have participated in the programs, as measured by standardized achievement tests. In addition, the procedures used in the conduct of research, services delivered at each site, and the individual sites are described, and an interpretive summary of the findings across sites is presented. (MSE)

ED 245 572 FL 014 433

Hoover, Wesley A.  
Language and Literacy Learning in Bilingual In-  
struction: Preliminary Report. Cantonese Site  
Analytic Study.

Southwest Educational Development Lab., Austin,  
TX. Div. of Language and Literacy.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—30 Sep 82  
Contract—400-80-0043  
Note—149p; For related documents, see FL 014  
432-437.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC06 Plus Postage.  
Descriptors—\*Academic Achievement, Asian  
Americans, \*Bilingual Education, \*Cantonese,  
\*Classroom Techniques, Elementary School Stu-  
dents, English (Second Language), Language  
Dominance, Language Role, \*Limited English  
Speaking, \*Literacy Education, Program Descriptions,  
Reading Instruction, \*Second Language  
Learning, Student Characteristics, Teaching  
Methods, Writing Instruction

A segment of a study of the acquisition of English literacy among limited English speaking students in selected bilingual education programs examines student characteristics and program elements at one site, among native Cantonese-speaking children. The analysis focused on these issues: (1) the bilingual instructional practices that best foster the acquisition and development of school-related English language skills in bilingual students, and (2) the student factors (such as age at onset of extensive exposure to English or degree of bilingualism at program entry) that interact with instructional practices to affect acquisition of English language skills. The report begins with a description of the site and sample selection. A subsequent section on the measures used in the study outlines (1) the interactive reading assessment systems in English and Cantonese, (2) the informal writing inventory, (3) tests of formal language tasks (by student interview and passage retell), (4) standardized achievement test scores, (5) parent interview concerning student language background and exposure, and (6) measures of first- and second-language literacy training. The design of the research and analysis is also described. A final section presents a general analysis and the results of the

analysis for each measure. Appendixes include the formal language assessment scales for the student interview and passage retell and the forms used for parent, student, and teacher interviews. (MSE)

ED 245 573 FL 014 434  
Language and Literacy Learning in Bilingual In-  
struction: Executive Summary.

Southwest Educational Development Lab., Austin,  
TX. Div. of Language and Literacy.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—30 Sep 83  
Contract—400-80-0043  
Note—8p; For related documents, see FL 014  
432-437.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Academic Achievement, American  
Indians, Asian Americans, \*Bilingual Education,  
Cantonese, \*English (Second Language), Lan-  
guage Proficiency, Language Role, \*Limited English  
Speaking, \*Literacy Education, Mexican  
Americans, Navajo, \*Program Design, Second  
Language Learning, Spanish, Student Character-  
istics, \*Teaching Methods

A study of the kinds of educational services provided to limited English speaking students, how schools provide these services, factors shaping and guiding the programs, and instructional practices fostering the development of school-related language of bilingual students is summarized. The report is divided into two parts: (1) a descriptive study of the services offered to three bilingual groups (Asian, Spanish-speaking, and Navajo) in three regions of the country, and (2) a study of the language characteristics, educational histories, and educational achievement of a selected group of 150 native Cantonese-speaking elementary school students at the Asian site. The overall study's major conclusions are that: (1) English instruction is critical for the development of reading and writing skills in English, but those students coming to school with a greater command of natural language in English maintain an advantage in the long-term development of those skills; (2) to the extent that native-language instruction is effective in developing native language literacy skills, transfer of the underlying academic proficiency occurs with mastery of the second language; and (3) English oral grammar skill is advanced through exposure to both natural and formal language in English, but oral discourse skill, a formal language factor, will most likely be developed through formal rather than natural language exposure. (MSE)

ED 245 574 FL 014 435

Mace-Maillock, Betty J. And Others  
Language and Literacy Learning in Bilingual In-  
struction: A Case Study of Practices and Out-  
comes.

Southwest Educational Development Lab., Austin,  
TX. Div. of Language and Literacy.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—30 Sep 83  
Contract—400-80-0043  
Note—36p; For related documents, see FL 014  
432-437. Two tables have small print.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*American  
Indians, \*Asian Americans, \*Bilingual Education,  
Cantonese, Demography, Educational Change,  
English (Second Language), \*Limited English  
Speaking, \*Literacy Education, \*Mexican Ameri-  
cans, Navajo, Program Descriptions, Second Lan-  
guage Learning, Spanish, Student Characteristics  
A study undertaken to assess the educational ser-  
vices offered to children in three diverse bilingual  
communities gathered data through interviews with  
a variety of school and community people, class-  
room observations, and review of school docu-  
ments. The results of the data gathering are  
summarized for each of the three communities: (1)  
an urban, primarily Asian community of Seattle,  
Washington with multiple language groups; (2) the  
larger of two El Paso, Texas, school districts, which  
has a majority of Hispanic Americans, and (3) two  
neighboring rural New Mexico school districts serving  
primarily Navajo students. The descriptive sum-  
maries for each community include information on  
the region and population, factors influencing  
change in educational practices for minority-lan-  
guage students, educational services presently avail-  
able to limited-English speaking students, program

exit criteria, length of stay in programs, and student achievement. It is concluded from these three de-  
scriptive studies that special language assistance  
programs continue to be needed, and that federal  
policy should be broad enough to allow commu-  
nities considerable latitude in designing appropriate  
services. Benefit is seen in the use of the non-En-  
glish home language in the classroom. Results of the  
analytic study of Cantonese bilingual education in  
the Seattle site are also summarized, including infor-  
mation on student characteristics, language profi-  
ciency, and literacy skills as measured by a number  
of distinct tests, and the literacy predictors exam-  
ined. (MSE)

ED 245 575 FL 014 436

Cummins, Jim  
Language and Literacy Learning in Bilingual In-  
struction: Policy Report.

Southwest Educational Development Lab., Austin,  
TX. Div. of Language and Literacy.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—Sep 83  
Contract—400-80-0043  
Note—70p; For related documents, see FL 014  
432-437.

Pub Type—Reports - Evaluative (142) — Informa-  
tion Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, Educational  
Policy, English (Second Language), Immigrants,  
\*Language Research, Linguistic Theory, \*Liter-  
acy Education, Literature Reviews, \*Policy For-  
mation, \*Public Policy, Research Utilization,  
Second Language Instruction, \*Second Language  
Learning

The findings are presented of a study undertaken  
by the Southwest Educational Development Labo-  
ratory (SEDL) to assess the bilingual education ser-  
vices offered to limited English speaking students in  
three diverse communities and to study the extent  
to which the development of cognitive and aca-  
demic skills in the native language and English are  
interrelated. The findings are integrated with cur-  
rent research and theory related to academic devel-  
opment in bilingual contexts, focusing on the policy  
implications of the SEDL findings. First, the general  
question of how research findings relate to educa-  
tional policy is briefly considered. It is suggested  
that much of the confusion about the research basis  
for bilingual education derives from educators' and  
policy-makers' failure to appreciate the role of the-  
ory in the formulation of policy. The alternative  
policy-related theoretical arguments for and against  
bilingual education are outlined and the major  
SEDL study findings are examined in relation to  
these theoretical positions. The results of other re-  
lated studies are reviewed and the extent to which  
policy-relevant theoretical principles emerge from  
the data is considered. (Author/MSE)

ED 245 576 FL 014 437

Cummins, Jim  
Language and Literacy Learning in Bilingual In-  
struction: Policy Report. Summary.

Southwest Educational Development Lab., Austin,  
TX. Div. of Language and Literacy.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—Sep 83  
Contract—400-80-0043  
Note—8p; For related documents, see FL 014  
432-436.

Pub Type—Reports - Evaluative (142) — Informa-  
tion Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, \*Bilingual Educa-  
tion, Cantonese, Educational Policy, English  
(Second Language), \*Language Research, Lin-  
guistic Theory, \*Literacy Education, Literature  
Reviews, \*Policy Formation, Public Policy, \*Re-  
search Utilization, Second Language Instruction,  
\*Second Language Learning

A study undertaken by the Southwest Educa-  
tional Development Laboratory (SEDL) to assess  
the bilingual language and literacy education ser-  
vices made available by the school district to a group  
of Chinese American elementary school children in  
Seattle is the focus of a discussion on bilingual pro-  
gram policy formation. The role of theory in the  
policy-making process is considered, and it is con-  
cluded that part of the controversy and confusion  
about bilingual education comes from educators' and  
policy-makers' leap directly from research find-  
ings to policy implications without the intermediate

step of theoretical interpretation of the findings. The major findings of the SEDL study are reviewed and related to previous research and theory concerning linguistic mismatch occurring when instruction is in a language not fully understood, the maximum exposure hypothesis of language learning, and the interdependence of first- and second-language skills. It is concluded that rational policy in regard to the education of minority students must abandon simplistic conventional wisdoms and acknowledge what is known and what is not yet known about second language learning and linguistic factors in academic learning. (MSE)

## HE

ED 245 577 HE 015 475

Higginson, Linda C., Ed. And Others  
Academic Advising: The Pivotal Point. Proceedings of the National Conference on Academic Advising. (5th, Indianapolis, Indiana, October 11-14, 1981).

National Academic Advising Association, Pomona, NJ.

Pub Date—Oct 81

Note—111p.

Available from—Thomas J. Grites, Academic Advising, Stockton State College, Pomona, NJ 08240 (\$4.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Advising, \*Career Planning, College Bound Students, \*College Students, Computer Oriented Programs, \*Faculty Advisers, Higher Education, Legal Problems, \*Staff Development

Proceedings of the 1981 National Conference on Academic Advising are presented, including three keynote addresses and numerous program abstracts. Titles and authors of the keynote addresses are as follows: "Advising Students about Programs and Courses" (Paul L. Dressel); "Academic Advisers—The Boundary Spanners" (Laurine F. Fitzgerald); "Legal Issues in Academic Advising" (panel of D. Parker Young, Joseph Beckham, Cliff K. Travis). Included are summaries of five pre-conference workshops, which provided an indepth study of a variety of advising-related topics. Academic advising is addressed from both a curricular and student services perspective, emphasizing the need for their cooperation and coordination. Abstracts are also included for 8 topical seminars, 6 roundtable discussions, and 40 conference papers. Topics include the following: the use of computers to assist in academic advising and career guidance, adviser training and staff development, advising the undecided students, advising minority students, advising the adult student, advising disabled students, the evaluation of academic advising, and student developmental stages. (SW)

ED 245 578 HE 016 657

Ellis, John F. Muiridge, Ian  
The Open Learning Institute of British Columbia: A Case Study. DERG Papers, Number 8. Open Univ., Walton, Bletchley (England). Distance Education Research Group.

Pub Date—Aug 83

Note—47p.

Available from—Open University, Walton Hall, Room Q229, M Block, Milton Keynes, MK7 6AA, United Kingdom (2.00, British pounds, including postage).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Curriculum, \*Distance Education, Foreign Countries, Higher Education, \*Open Universities, \*Program Administration, Program Development, School Organization, \*Student Characteristics, Vocabulary

Identifiers—\*Open Learning Institute BC

The activities of the Open Learning Institute (OLI) of British Columbia from its inception in the late 1970s through mid-1983 are described. It is noted that the mandate of the OLI was to make available throughout the Canadian province courses and programs to students who were unable or unwilling to take advantage of other educational opportunities. After outlining the physical setting, population, economy, and communications of Brit-

ish Columbia, the report describes the province's educational system. Early considerations of the OLI are covered, including its origins and purpose, internal and external governance, students, programs, and curricula, course development, and delivery and support. The current status of the curriculum is also addressed with attention to courses developed, course design and development, media and methods, delivery system, and course and program quality. Present enrollment, student characteristics, and the basic student support system are also covered. Finally, the organizational structure of the institute, decisionmaking, finance, and interinstitutional relationships are discussed. Information on North American terminology and university degree structure is appended. (SW)

ED 245 579 HE 016 951

Skelton, W. Keith And Others  
1982 Salaries. Society Membership Survey. American Institute of Physics Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No.—AIP-R-311; ISBN-0-88318-434-6

Pub Date—Nov 83

Note—60p.

Available from—American Institute of Physics, 335 East 45 Street, New York, NY 10017.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Graduates, Comparative Analysis, \*Employment Patterns, Females, Geographic Regions, Higher Education, Income, Males, \*Physics, \*Professional Associations, \*Salaries, \*Scientists

Variation and changes in the salaries of members of the American Institute of Physics are examined. Graphics highlighting some of the patterns are presented, along with detailed tables and brief summary text. The data are based on a sample survey of the U.S. members conducted in spring 1982. The overall response rate was 67 percent. Tables cover salaries and geographic location, salaries and employer type for Ph.D.s, salaries and employer type for master's and bachelor's degrees, salaries and primary work activity, and salaries and employer type for males and females. Most of the discussion centers on median and quantile salaries. The tables also present for comparison the salary means and standard deviations along with the median ages of each group. Information on salary change between 1981 and 1982 is included. The most typical comparisons are cross-sectional, by which the 1982 median salary of industrially employed Ph.D.s are compared to the median salary of similarly employed individuals in 1981. In addition, longitudinal data, which looks at the same people at 2 or more points in time, provide a better picture of these actual increases. Technical notes are included. (SW)

ED 245 580 HE 017 145

Millett, John D.

Conflict in Higher Education: State Government

Coordination versus Institutional Independence.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—ISBN-087589-589-1

Pub Date—84

Note—285p.; Jossey-Bass Higher Education Series. Available from—Jossey-Bass Inc., Publishers, Department 62425, P.O. Box 62000, San Francisco, CA 94162 (\$18.95).

Pub Type—Books (010) — Opinion Papers (120) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Advisory Committees, College Role, \*Conflict Resolution, Educational Finance, Educational History, \*Government School Relationship, \*Higher Education, \*Institutional Autonomy, Public Officials, Resource Allocation, \*State Boards of Education, \*State College, State Government

The relationship between state governments and higher education institutions is analyzed, based on findings of research conducted in 25 states. After considering the multiple higher education institutions and their post-World War II development in the various states, the book reviews major studies concerned with state government and college relations. Higher education concerns of state governments that constitute the agenda in the 1980s are considered, and three major types of administrative organization at the state government level are defined: statewide governing board, state coordinating board, and state advisory board. Attention is also directed to the two primary arrangements for

full-time professional leadership to state higher education boards. Two basic questions about public higher education that state governments must resolve are also addressed: the differentiation of mission among multiple institutions of higher education and the allocation of available resources among public institutions and public programs. In addition, information is provided about the financing of college and key issues concerning external constraints on academic freedom. Finally, institutional autonomy in relation to state governments is discussed, along with speculation about future relationships. (SW)

ED 245 581 HE 017 212

Gamson, Zelda F. And Others

Liberalizing Education.

Report No.—ISBN-0-87589-603-0

Pub Date—84

Note—285p.; Jossey-Bass Higher Education Series. Available from—Jossey-Bass Inc., Publishers, Department 62425, P.O. Box 62000, San Francisco, CA 94162 (\$16.95).

Pub Type—Books (010) — Opinion Papers (120) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—\*Change Strategies, \*College Programs, Educational Change, \*Educational Objectives, External Degree Programs, \*General Education, Higher Education, \*Liberal Arts, Student Development, Student Participation

Identifiers—\*National Project IV

Issues pertaining to a liberal education are examined, and information is included on 14 programs in liberal education that were part of the U.S. Department of Education's National Project IV. The goals of liberal education and ways of achieving goals covered. A transcript of a discussion on liberal education in the 1980s is provided. Zelda F. Gamson's chapter "Educating Students for Critical Awareness" includes information on Saint Joseph's general education curricula and the external degree program at Johnson State College. Programs at Hampshire College and Radcliffe College are described in two chapters written jointly by Jamie Beth Catlin and Z. Gamson—"Preparing Students to Use What They Learn" and "Helping Students Make Choices in Their Lives." Approaches to constructing a liberalizing education are addressed by the following chapters and authors: "Creating a Lively Academic Community" (Z. Gamson, Patrick J. Hill); "Inspiring Teachers to Revitalize Teaching" (Nancy B. Black, Michael R. Mills); and "Modifying Course Content to Encourage Critical Awareness" (John Nichols, Z. Gamson). Three articles on promoting change include "Evaluation to Sustain Change" (Terry Heitz Rogers). Information on approaches to self-assessment used by National Project IV participants and a site visit protocol are appended. (SW)

ED 245 582 HE 017 213

Houle, Cyril O.

Patterns of Learning. New Perspectives on

Life-Span Education.

Report No.—ISBN-0-87589-597-2

Pub Date—84

Note—243p.; Jossey-Bass Higher Education Series. Available from—Jossey-Bass Inc., Publishers, Department 62425, P.O. Box 62000, San Francisco, CA 94162 (\$16.95).

Pub Type—Books (010) — Historical Materials (060) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Biographies, \*Educational Development, \*Educational History, Higher Education, \*Learning Activities, \*Life-long Learning

Identifiers—Everett (Edward), Graham (Billy), Montaigne (Michel Eyquem de), Osler (William), Pope (Alexander), Thoreau (Henry David)

Basic methods of learning, most of which have been used through centuries of recorded thought, are discussed, along with learning as a lifelong process, and ways to enhance and diversify modern education. Numerous learning processes are studied by examining the lives of great individuals who have exemplified innovative and multifaceted approaches to education. These individuals, Michel de Montaigne, Alexander Pope, Henry David Thoreau, and Billy Graham, used reading, travel, self-directed study, discussion groups, direct observation, and other forms of learning to enrich their own lives and lives of others. Florence, a center of culture that people have visited to learn, is also discussed. The growth of a formal educational system in the nineteenth century is considered, with atten-

tion to Edward Everett's efforts to establish systems of high-quality education for people of all ages. Also considered is the work of William Osler, a Canadian physician, who sought to promote both didactic and practical continuing education for doctors in the United States and England. A historical review of traditional conceptions and varied methods of adult education is included. Finally, implications for education are discussed. (SW)

ED 245 583

HE 017 281

Haines, Richard W.  
Merit and No-Need: The Debate over Scholarships.

Pub Date—Mar 84

Note—6p.; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 14-16, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrative Policy, \*College Students, \*Educational Opportunities, Enrollment Influences, Financial Needs, Higher Education, \*Need Analysis (Student Financial Aid), \*Scholarships, \*Student Financial Aid, \*Student Recruitment  
Reasons for opposing no-need scholarships are suggested. When offered by institutions, the purposes of no-need scholarships are to lure strong students away from other institutions and to enlarge the applicant group. When offered by government, the purposes may be political or ideological, or both. Eight reasons for opposing no-need scholarships are identified. First, these scholarships offered by institutions erode the principle that, when possible, students should select colleges on the basis of educational considerations. Second, no-need scholarships ignore the principle that the limited funds available for financial aid should support college attendance by qualified students who could not otherwise afford to enroll. The third reason is that no-need scholarships reject the principle that college education should be made available to qualified students of all socioeconomic levels. Fourth, no-need scholarships, when labeled as "academic merit" prizes, weaken the principle that academic achievement should be its own reward. The fifth reason for opposing no-need scholarships is that such scholarships contradict policy statements of the major needs analysis services, and most state and federal financial aid programs. Sixth, no-need scholarships damage the image of higher education by encouraging "bidding wars" and other excesses in student recruitment. The seventh and eighth reasons for opposing no-need scholarships involve the integrity of higher education as a whole and the fact that such scholarships are not economically viable in the long run. (SW)

ED 245 584

HE 017 282

Palmer, Russell E.  
On Business, the University and the School of Management: A Realistic Look at Their Relationship.

Pub Date—Mar 84

Note—9p.; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 14-16, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Business Administration Education, \*College Role, Higher Education, \*Management Development, \*Masters Programs, \*School Business Relationship

Perspectives about colleges and business schools are offered by a businessman who chose academia as a second career. It is suggested that business education is a mature, but still very good present and future market. However, currently there is a more competitive and discriminating market for Masters of Business Administration than in the recent past. It is proposed that colleges that are considering the implementation of graduate business education should make their program unique, aiming at a differential segment of the market. Success depends on offering something special, serving a special group, or both. Besides investing wisely in their futures, the top-ranked business schools will produce relevant and useful research, working in cooperation with business. The top business schools will expand their volume of research, focusing on issues of prime importance to business and economic development. In addition, since business schools are fully part of the university, they should contribute skills and exper-

ties and resources to help the university survive and prosper. The best business schools are associated with outstanding liberal arts institutions. (SW)

ED 245 585

HE 017 283

Arrig, Gregory R.

Schools and Higher Education in a Period of Reform: Strengthening Standards and Performance.

Pub Date—Mar 84

Note—13p.; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 14-16, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Academic Standards, \*Change Strategies, \*College School Cooperation, \*Educational Change, Faculty College Relationship, Higher Education, \*Improvement Programs, Secondary Education, \*Teaching Conditions

Ways to promote successful reform of colleges and schools in the 1980s are discussed. Attention is focused on issues pertaining to the curriculum, the teacher, and the student. Ways that colleges can contribute to reform of the schools are also addressed. It is claimed that many students have difficulty when they must use higher-order academic skills, such as analysis, application, and problem solving. There is increasing consensus across the country regarding the high school curriculum. As standards are raised and learning outcomes are better defined, educational tests should assume a new role. Improved learning by students also requires improved teaching. Positive actions that are needed include: improved working conditions and teacher salaries; positive incentives and recognition for teaching excellence; strengthened community support for teachers and schools; more opportunity for participative decisionmaking; and better teacher supervision and evaluation. Additionally, greater understanding of today's youths and higher expectations of students are a necessary part of educational reform. Teacher preparation and promoting transition from secondary to postsecondary education are examples of ways that higher education can help the schools. (SW)

ED 245 586

HE 017 284

Jones, Gary L.

Investment for American Leadership.

Pub Date—Mar 84

Note—9p.; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 14-16, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Access to Education, \*College Bound Students, Educational Opportunities, Higher Education, \*Private Financial Support, \*Scholarships, \*Student Financial Aid

A new, national program of merit scholarships for college-bound students is advocated. The objective would be to identify students, who on the basis of high school accomplishments, show promise of making an exceptional contribution to the country, as judged by panels of business and education leaders. This national effort, which would provide four-year scholarship grants, would encourage students to continue their pursuit of excellence. Federal efforts to encourage access and equity for college students through financial aid are briefly addressed, as are merit awards granted nationally and by states and institutions. Components of the new proposal include the following: winners would be selected through community, state, and national committees; the awards would be called "Learning for Leadership Grants"; the grants would be \$2,500 each year for up to 4 years; and winners would receive grants from the resources "Learning for Leadership Trust" funded through private corporation and individual subscriptions. In addition to encouraging achievement of promising youth, the following objectives are identified: helping students to choose suitable colleges; providing aid substantial enough to make a difference; and maintaining efforts to provide equal access to all. (SW)

ED 245 587

HE 017 285

Morrison, James L. Renfro, William L.

Futures Research and the Strategic Planning Process: Implications for Long-Range Planning in Higher Education.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*College Planning, Educational Change, \*Futures (of Society), Higher Education, \*Long Range Planning, Models, Prediction, \*Trend Analysis

Identifiers—\*Strategic Planning

The concepts of long-range planning and strategic planning are explained, and a planning model is proposed. Attention is directed to an environmental scanning model that is congruent with the concept of strategic planning and that emerges from one portion of the futures research community, issues management. A third planning model, the strategic planning process model, is proposed as a combination of long-range planning and the environmental scanning model. It is suggested that supplementing long-range planning with strategic planning concepts will help deal with a changing external environment. The environmental scanning model begins with scanning the external environment for emerging trends and issues that pose threats or opportunities to the organization. Each potential issue or trend is then analyzed in the evaluating/ranking stage as to the likelihood that it will emerge and the nature and degree of its impact on the organization. Forecasts are made and each of the issues and trends are monitored for their relevance and accuracy. The strategic planning process consists of six stages: environmental scanning, evaluation of issues, forecasting, goal setting, implementation, and monitoring. (SW)

ED 245 588

HE 017 287

Hegge, Margaret Joy

Professional Role Conception on Generic versus RN Students.

Pub Date—[84]

Note—12p.; Doctoral Dissertation, University of Minnesota.

Pub Type—Dissertations/Theses — Doctoral Dissertations (041) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Bachelors Degrees, Comparative Analysis, Higher Education, \*Nurses, \*Nursing Education, \*Role Perception, Socialization, Stereotypes

Nursing role conceptions of registered nursing (RN) students were compared with those of generic students in the baccalaureate program at South Dakota State University. The study population consisted of 76 students. Responses were obtained from four groups of students using a quasi-experimental pretest/posttest group design. Factors positively or negatively affecting professional role conception were isolated. Analysis showed that younger, unmarried, full-time generic students achieved highest professional role conception scores, while older RN students achieved highest bureaucratic role conception scores. Although RNs with 2 to 5 years nursing experience scored highest on the bureaucratic scale, cumulative nursing experience beyond 5 years did not increase bureaucratic loyalties. Professional role conception increased slightly with continuous enrollment in nursing courses. The results suggest that professional role values should be continually reinforced throughout the curriculum to counteract bureaucratic role conceptions acquired by RNs in work settings and stereotypical service role conceptions held by generic nursing students. (Author/SW)

ED 245 589

HE 017 292

Williams, David D. And Others

Class Size and Achievement among College Students.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Tests, \*Class Size, \*College Instruction, College Students, Higher Education, Institutional Research, \*Scores

The relationship between test performance and the size of the class in which instruction occurred was studied at Brigham Young University. The



classes prepared students for examinations to meet general education graduation requirements. All test scores from 318 sections representing 27 courses from the fall semester, 1980 were analyzed. Section sizes ranged from 13 to 1,008 students. Sixteen content areas were represented. The findings suggest that at the college level, class size may be a much less important influence on student achievement than previously thought. It appears that increasing class size from current levels of 20 to 40 students up to several hundreds of students may not radically affect college student achievement. It is concluded that decisions concerning class size in colleges and universities should be based on issues other than concern about student achievement (e.g., classroom facilities, course budgets, students' demand for classes). Appendices contain summary statistics for the regression analysis results. (SW)

**ED 245 590** HE 017 294  
Lewis, Karen G. Woodward, Paul J.

# **What Really Happens in Large University Classes?**

Pub Date—Apr 84

Note—41p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Observation Techniques, \*Class Size, Comparative Analysis, Departments, Higher Education, Institutional Research, Intellectual Disciplines, \*Large Group Instruction, Student Attitudes, \*Student Evaluation of Teacher Performance, \*Student Participation, \*Teaching Methods

Teaching and learning activities that occurred in large university classes were studied with attention to the extent students are being involved and whether that involvement makes a difference in their attitudes and performance. At the University of Texas at Austin, 19 large (100 students and larger) classes, representing the college of liberal arts, natural sciences, engineering, and business, were studied. Each class was observed at least once a week for one semester. A trained observer recorded the verbal interactions using the Expanded Cognitive Interaction Analysis System. The observation data were analyzed to determine whether differences occurred in the teaching techniques used in different disciplines or by different instructors. Students also ranked instructors according to their effectiveness. Findings include the following: students rated instructors more highly who tested at higher cognitive levels (e.g., gave essay exams); instructors who relied heavily upon visuals were rated lower than those who used them only at strategic points; all of the instructors lectured an average of 80-95 percent of each class session; and there was more student talk per instructor question in the higher-rated classes. Appendices provide numerous statistical tables and graphs of the results. (SW)

**ED 245 591** HE 017 295  
Kauffmann, Norman L. Kuh, George D.

# **The Impact of Study Abroad on Personal Development of College Students.**

Pub Date—Apr 84

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Tabular data may not reproduce well.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Church Related Colleges, \*College Students, Higher Education, \*Individual Development, Longitudinal Studies, \*Student Development, \*Study Abroad

The relationship between selected aspects of personal development and a study abroad experience was investigated. The longitudinal data were collected before studying abroad, after returning from abroad, and 1 year later. The Omnibus Personality Inventory (Form F) was administered to a group of students preparing to study abroad during 1980-1981 (126 students from a small, midwestern Mennonite college), and to a comparison group of 90 students (45 students in an eastern Mennonite college and 45 students in a western Mennonite college). The Debriefing Interview Guide was also administered to encourage and guide discussions between a trained interviewer and students after returning from study abroad. The findings suggest

that changes in three dimensions of personality functioning were associated with study abroad: increased interest in reflective thought and in the arts, literature, and culture; increased interest in the welfare of others; and increased self-confidence and sense of well being. An increased tolerance for ambiguity and interest in reflective thought combined with greater sensitivity and emotionality, and an increased interest in the esthetic suggest that study abroad can be an important general education component of the liberal arts curriculum. (SW)

**ED 245 592** HE 017 296

Cross, Dolores E.

# **Threats to Access to Postsecondary Education for Minorities and Women.**

Pub Date—Apr 84

Note—47p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, \*Dependents, \*Family Income, Females, \*Financial Needs, Full Time Students, Higher Education, Minority Groups, Questionnaires, \*Self Supporting Students, State Surveys, \*Student Costs, \*Student Financial Aid, Undergraduate Students

Information is presented on 1981-1982 costs and financial aid for full-time undergraduates in New York. Income data are reported for 2,902 students, along with information about an aid recipient's dependency status and income. Sector comparisons among financially dependent/independent undergraduates are shown. Among financially dependent recipients in each sector, a further delineation by family income category is used. Three-tenths of the full-time undergraduate aid recipients attending New York State institutions were financially independent. For financially dependent students, the percentage of total costs covered by aid remained relatively constant across all sectors. However, the amount of total aid received by dependent students within each sector varied considerably by income. The types and amounts of aid received by students varied significantly according to financial strength. Information is provided on the income distributions of recipients in various programs; the amounts of aid received from these programs; and the mix of grants, loans, and other forms of aid. The questions of whether aid was sufficient to meet financial need for the New York State students, and whether access and choice were available to minorities and women are examined. Study questionnaires are appended. (SW)

**ED 245 593** HE 017 313  
Warren, Jonathan R.

# **The Missing Evidence on Student Learning.**

Pub Date—Mar 84

Note—11p; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 14-16, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Aptitude Tests, \*College Graduates, \*College Programs, \*Educational Quality, Higher Education, Information Sources, \*Scores

The question of whether colleges are doing better or worse in educating their graduates compared with previous years is addressed. Attention is directed to recent trends in average test scores of students at graduation, as well as what the scores represent. Information is provided on changes since 1966 in several tests of academic aptitude taken by college graduates: the Graduate Record Examinations (GRE) General Test, the Law School Admission Test, and the Graduate Management Admission Test. Scholastic Aptitude Test scores from high school are also shown. Trends since 1968 are also indicated on eight subject tests. After briefly reviewing trends in test scores, it is noted that GRE scores provide information useful for graduate school admission, but they do not provide information on the educational quality of college programs. The following kinds of information that would provide acceptable evidence of educational quality are identified: compilation of the titles and catalog descriptions of courses undertaken by students who complete different programs; questions that make

up the examinations given in the courses that constitute representative programs of study; and results of course examinations that indicate the scope and depth of student learning. (SW)

**ED 245 594** HE 017 314

Graham, Patricia Albjerg

# **American Education: Then and Now.**

Pub Date—Mar 84

Note—14p; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 14-16, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Quality, \*Educational Trends, Leadership Responsibility, Needs Assessment, \*Postsecondary Education, \*Secondary Education

Recent reports on the state of American education are reviewed, along with the historical context of these reports. Common threads that run through the reports include: schools lack consensus regarding educational goals and priorities; the academic curriculum of the high school must be strengthened; ways must be devised to improve the performance of teachers; there is a need for cooperation with other institutions; and both equity and excellence are important goals. It is suggested that these issues are important at the postsecondary level as well. Similarities and differences between the present concern with education and that of the post-Sputnik period are discussed. In both the 1950's and 1980's, perceived international competition triggered the public interest in education. Preeminent among the differences is the current emphasis upon improving the education of all the children, not just the college bound or technically talented. Other major differences between the past and the present are as follows: we now know a great deal more about educational practice, and the current criticism of American education comes at a time of concern about many of the basic societal structures. Reasons that educators have lost unified leadership during the 1970's and 1980's are also identified. (SW)

**ED 245 595** HE 017 319

Frierson, Henry T., Jr. And Others

# **Effects of Two Interventive Approaches on the Academic Achievement of Nursing Students at a Traditional Black College.**

Pub Date—Apr 84

Note—12p; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Black Colleges, Grade Point Average, Higher Education, \*Nursing Education, \*Team Training, \*Test Wiseness

The effects of two intervention methods on academic achievement as represented by spring semester grades in senior nursing curriculum courses were examined. The students were enrolled in a baccalaureate nursing education program at a predominantly black college. The sample of nursing students was divided into three groups based on the intervention received: 34 fourth-year students who received effective test-taking instruction, 36 third-year students who received effective test-taking instructions and learning team methods, and a comparison group of 79 first- and second-year students who received no intervention. The interventions included sessions emphasizing effective test-taking approaches for multiple-choice exams, and cooperative learning through teams (e.g., team efforts for answering practice items, and intergroup competition). Practice tests were used to reinforce the application of suggested test-taking approaches. The results indicated that both interventive modes (effective test-taking instruction and a combined test-taking instruction and cooperative learning approach) were significantly associated with higher academic achievement. (SW)

**ED 245 596** HE 017 320

Hand, Carol A.

# **Comparisons of Degree Output for Selected Groups of University System of Georgia Institutions. Institutional Research Report No. 84-14.**

Pub Date—May 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association

ciation (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Black Colleges, \*Degrees (Academic), Higher Education, \*State Surveys, \*State Universities, Trend Analysis, Two Year Colleges Identifiers—\*Georgia

The productivity of selected Georgia state universities is compared as measured by total degrees conferred for fiscal years 1974-1983. The number of degrees conferred in the university system has been stable over the 10-year period, but trends can be seen for groups of institutions within the system. Degree output by the universities and senior colleges has been relatively stable, with the senior colleges showing slightly more variation. The number of degrees conferred by traditionally black colleges has declined sharply. Degree output from junior colleges appears to fluctuate, with output from the larger southern junior colleges showing more stability than output from junior colleges in the northern region of the state. Graphs illustrate the trends. In addition, data are provided on total degrees for each year by institution. (SW)

ED 245 597

HE 017 321

Johnson, Lynn G. And Others

Mobilizing the Faculty for Service: Attitudes toward University Sponsored Service Programs at Five State Universities. ASHE 1984 Annual Meeting Paper.

Spons Agency—Akron Univ., OH. Dept. of Educational Administration.

Pub Date—12 Mar 84

Note—45p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*College Faculty, College Role, \*Consultation Programs, Higher Education, \*Professional Recognition, Questionnaires, School Community Relationship, \*State Universities, \*Teacher Attitudes, Teacher Participation, Teacher Role, Technical Assistance, Women Faculty

Identifiers—\*ASHE Annual Meeting, \*Public Service

Factors related to faculty willingness to participate in university-sponsored service programs were studied at five Ohio state universities. Of a random sample of 1,000 faculty members, 416 returned usable questionnaires. In addition to obtaining demographic data on respondents, information was gathered on the extent of faculty member's previous experience in service activities of specified kinds, aspects of service in relation to the institutions and faculty roles, and faculty members' views about the possible expansion of service programs. "External service programs" were defined as activities formally sponsored by some unit of the university and primarily including instruction or training; clinical and laboratory services; and research, consultation, and technical assistance. Respondents indicated their feelings toward expanding external service by the university, school or college, department, or by the individual faculty members. Multiple linear regression was used to identify the strongest predictors of faculty willingness to participate. Respondents tended to be favorable toward expanded service activity, but skeptical about rewards and recognition. Faculty women tended to be more positive than faculty men. A questionnaire, references, and a literature review are included. (SW)

ED 245 598

HE 017 322

Keller, Michael J. McKeown, Mary P.

Factors Contributing to the Postsecondary Enrollment Decisions of Maryland National Merit and National Achievement Semifinalists. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—29p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Academically Gifted, \*College Choice, Colleges, Decision Making, \*Enrollment Influences, Higher Education, High School Students, In State Students, \*Institutional Character-

istics, Out of State Students, Postsecondary Education, Private Colleges, Public Education, Reputation, State Surveys, \*Student Attitudes

Identifiers—\*ASHE Annual Meeting, \*Maryland, National Merit Scholars

Factors that 1983 National Merit and National Achievement Semifinalists in Maryland felt influenced their college choice were studied. The 143 survey respondents were asked to indicate how important 22 factors were in the selection of a college. The factors covered items dealing with the characteristics of the college, efforts by the institution to contact students, and influential persons in the lives of the students. Respondents were also asked to estimate the proportion of first-year college costs (tuition and fees, room and board) that would be covered by the financial aid package offered by their college. The reasons that appeared to be instrumental in attracting the greatest number of students were related to perceived strengths of the institution and how well the institution serves its graduates. The following reasons were cited most frequently (in ascending order of frequency): the overall reputation of the school, the attractiveness of the program in the student's major, the success of the graduates in finding a job or getting into graduate or professional school, and the quality of the student body at the institution. Data are included on the responses of students who chose public and private colleges and those of students who went to out-of-state schools. In addition, students' reasons were compared by sex and race. (SW)

ED 245 599

HE 017 323

Shull, H. Eugene

Quantitative Assessment of Faculty Workloads. ASHE 1984 Annual Meeting Paper.

Pub Date—9 Feb 84

Note—20p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, \*College Instruction, Comparative Analysis, Computer Oriented Programs, Departments, \*Evaluation Methods, \*Faculty Workload, Higher Education, Measurement Techniques, State Universities, \*Teacher Responsibility

Identifiers—\*ASHE Annual Meeting, \*Pennsylvania State University Behrend College

A system of measuring faculty workloads consistently and objectively has been devised and successfully applied at Pennsylvania State University's Behrend College. Its value is greatest in assessing and balancing the diverse faculty assignments within interdisciplinary and heterogeneous administrative units. It permits a legitimate comparison of the staffing of those units with that of the more conventional department. The approach, which is a point system for measuring workload, is also effectively used with administrative computers. The point system applies points to course assignments, taking into account factors such as repeated sections, large enrollments, and team teaching. One assumption is that the total instructional workload consists of three elements: time spent in preparing and grading lectures and exams, time spent in the classroom, and time spent in the laboratory or practicum. Additional assumptions are that faculty preparation/grading time spent outside of the classroom or practicum is related primarily to student credit hours; and the total measured workload is related to a consensus full-time load. Examples of calculating the instructional workload are included. One purpose of the point system is that it enhances a computerized display of the workload assignments. (SW)

ED 245 600

HE 017 324

Brier, Ellen M.

The Controversy of the Underprepared Student at Vassar College and Cornell University, 1865-1890. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—33p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Historical Materials (060)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*College Preparation, \*College Students, \*Educational History, Educationally Disadvantaged, Higher Education, \*High Risk Students, Private Colleges, \*Remedial Instruc-

tion, Reputation, Tutorial Programs

Identifiers—\*ASHE Annual Meeting, Cornell University NY, \*Vassar College NY

The presence of academically underprepared students at Vassar College from 1865 to 1890 and at Cornell University from 1868 to 1890 was a source of controversy in both institutions. Vassar took on the burden of providing for comprehensive preparatory education for academically-deficient students within the context of the college. Cornell, although publicly stressing that it was not a preparatory institution, did provide some opportunities for remedying academic inadequacies. Rather than creating a separate class of students and distinct preparatory course as Vassar did, Cornell offered subsections of college courses as well as tutoring. In addition, Cornell referred its underprepared students elsewhere for preparatory work. Complaints and protests regarding students' deficiencies in the basic skill areas are prevalent in the records of both colleges. The controversial presence of underprepared students led to a nineteenth century high school/college connection: the colleges worked to elevate the quality of secondary school curricula. However, the colleges viewed the presence of underprepared students as reflecting negatively on their public images, and underprepared students presented instructional as well as administrative problems. (SW)

ED 245 601

HE 017 326

Muston, Ray A.

Enrollment Management Strategies among Selected State Universities. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—39p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Administration, \*College Admission, \*College Bound Students, \*College Planning, \*Enrollment Trends, Higher Education, \*State Universities

Identifiers—\*ASHE Annual Meeting, \*Strategic Planning

Differentiation among enrollment performance factors and strategic planning and enrollment management practice in 54 state universities was examined. Universities that were studied were among those receiving the largest number of American College Testing (ACT) program student profile reports from college bound students. In addition to obtaining questionnaire responses from 44 chief academic officers and 28 student services officers, 15 site visits were made. Attention was directed to selected enrollment measures including: change in the number of first-choice ACT student profile reports received from test takers in the home state; and change in the percentage (market share) of first-choice ACT student profile reports received from first-choice in-state test populations. Results indicate that enrollment performance among universities was widely dispersed and that strategic planning for enrollment management was underdeveloped. Relationships were found between the use of strategic planning systems and enrollment patterns among state universities. Findings support recommendations for the development of strategic planning and enrollment management systems as a management tool to adapt to change. (SW)

ED 245 602

HE 017 327

Van de Water, Gordon

Theoretical Perspectives on Budget Reform. ASHE 1984 Annual Meeting Paper.

AVA, Inc., Denver, CO.

Spons Agency—Education Commission of the States, Denver, Colo.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Mar 84

Note—26p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Budgeting, Case Studies, Decision Making, \*Financial Policy, Financial Problems, Governance, Governing Boards, \*Government School Relationship, \*Higher Education, \*Institutional Autonomy, Public Policy, \*State Colleges Identifiers—\*ASHE Annual Meeting, Colorado, Minnesota

Two case studies of states that illustrate innovations in higher education budgeting are presented, based on a project of the Education Commission of the States. The two states, Colorado and Minnesota, took different approaches. In Colorado, the impetus for change came from key legislative members interested in providing greater autonomy to the higher education governing boards. Five key conditions provided the impetus for change: legislative leadership, governing board readiness, fiscal austerity, the presence of a mediator, and the success of more modest changes. The governing boards were given greater financial autonomy and responsibility for conducting their own business affairs. In Minnesota, the state coordinating board realized that the incremental approach appropriate in a growth environment was not well suited to an era of fiscal constraint. The board initiated a study of new approaches to budgeting and tapped a reservoir of support in the governor's office, legislature, and among the institutions. The results in both cases were similar: greater decision-making authority for those with more direct responsibility for running the institutions. (SW)

ED 245 603

HE 017 328

Zusman, Ami

**The Legislature and the University: Conflict in Higher Education.** ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Faculty, \*Confidential Records, Conflict Resolution, Disclosure, Educational Policy, Employment Practices, Governance, \*Government School Relationship, Higher Education, \*Institutional Autonomy, \*Legislators, Personnel Policy, Power Structure, State Boards of Education, State Officials, \*State Universities

Identifiers—\*ASHE Annual Meeting, California, \*University of California

Conflict over authority between the California Legislature and the University of California is examined. While the University of California has broad constitutional autonomy over academic matters, organization, and governance, the legislature has certain authority over the university under its own constitutional and budgetary powers. Attention is focused primarily on a particular conflict between the California Legislature and the University of California: the attempt to enact legislation to require the university to give faculty members access to their personnel files, including confidential letters of recommendation on which academic employment, tenure, and promotion decisions are based. In addition, four major conflicts between the university and the legislature that occurred between 1969 and 1978 are addressed: legislative response to campus disturbances (1969), establishment of a new state-level coordinating agency for higher education (1973), constitutional amendment for legislative control over competitive bidding procedures at the university (1976), and budget control language establishing criteria for faculty tenure and promotion (1977). Finally, implications for policy are briefly considered. (SW)

ED 245 604

HE 017 329

Croson, Patricia H. Nelson, Glenn M.

**A Profile of Higher Education Doctoral Programs.**

ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—68p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984). For a related document, see ED 240 952.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, \*College Curriculum, Degree Requirements, \*Doctoral Programs, \*Enrollment Trends, \*Graduate Study, Higher Education, National Surveys, \*Postsecondary Education as a Field of Study, Program Descriptions, Questionnaires, Specialization, \*Teacher Characteristics

Identifiers—\*ASHE Annual Meeting

A descriptive profile of 72 U.S. doctoral programs for the study of higher education is presented. At-

tention is directed to program goals, academic offerings, organizational structure, faculty and student characteristics, and admissions and degree requirements. Directors of the 92 higher education programs listed in the ASHE-ERIC "Directory of Higher Education Programs and Faculty" (3rd edition) were asked to provide a brief program description and complete a questionnaire. Seventy-two programs provided useable responses to the survey and 65 provided program descriptions. The findings are compared to those of an earlier study by Dressel and Mayhew (1974). Information is provided on the following: areas of specialization, titles of core courses, the number of faculty members with formal full-time and part-time appointments, the academic rank distributions of full-time faculty, the use of part-time faculty by programs, the percentage of faculty that are tenured, the number of students in doctoral higher education programs, the proportions of full-time and part-time students, the numbers of students who are EdD or PhD candidates, student-faculty ratios, the number of assistantships and/or fellowships awarded each year, and admission and degree requirements. Appendices include a questionnaire, a list of participating institutions, and titles of academic programs. (SW)

ED 245 605

HE 017 330

Kuh, George D. And Others

**Changes in Types, Topics, and Methods Employed in College Student Research between 1969 and 1983.** ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*College Students, \*Educational Research, Higher Education, Literature Reviews, \*Periodicals, \*Research Methodology, Research Projects, State of the Art Reviews, Trend Analysis

Identifiers—\*ASHE Annual Meeting

The methods used and substantive topics addressed in various kinds of college student research published between 1969 and 1983 were studied. The RAND Case Survey Method guided the development of the instrument and data collection. One of five reviewers read each of 1,189 articles and completed a questionnaire to analyze the article. The primary data gathering tool was the College Student Research Case Study Questionnaire. Topics were classified into five categories: behavior (e.g., achievement, extracurricular activities); selected student characteristics (e.g., career interests, ethnic group); student development (e.g., moral/ethical); instruction (remedial), and miscellaneous (e.g., finances). Notes were also made on sample characteristics, the kinds of data collection methods and sources of data employed in each article, and design and analytical techniques that were used. The primary and secondary thrusts of the article were also identified, and the reviewer attempted to determine whether a theory base had been used. Conclusions included the following: most studies employed pencil and paper instruments administered to relatively large combined gender samples, and most articles were about students attending public, doctoral-granting institutions. (SW)

ED 245 606

HE 017 331

Hendrickson, Robert M. Barkovich, Jeffrey P.

**Organizational Systematics: Toward a Classification Scheme for Postsecondary Institutions.**

ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—52p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Administrative Organization, \*Classification, \*College Administration, \*Decision Making, \*Institutional Characteristics, \*Organizational Climate, Postsecondary Education, Power Structure, Questionnaires, School Surveys

Identifiers—\*ASHE Annual Meeting

Organizational systematics were applied to a classification scheme for postsecondary institutions using a combined phyletic-phenetic approach. Nine characteristics of organizational structure were operationalized for the college setting: institutional autonomy, centralized decision making, functional

specialization, effective participation, formalized procedures, and four measures of organizational configuration, including hierarchy of control and division of labor. A second set of characteristics consisted of 23 institutional attributes that are commonly used to describe the diversity of colleges, including such items as control and faculty and student size. Data were collected from 150 colleges. Factor analytic techniques were employed, and 16 taxonomic clusters were identified as representing optimally homogeneous groups of institutions. The phyletic approach based on decision-making authority and functional responsibilities developed a classification scheme, composed of four institutional types: bureaucratic, bureaucratic/academic, academic/bureaucratic, and academic. A numerical phenetic analysis identified four factors: decision-making authority, functional differentiation, administrative configuration, and operational procedures. A questionnaire is appended. (SW)

ED 245 607

HE 017 332

Mark, Sandra Fay

**Leadership in Higher Education: Success Attributions and Self-Perceptions of College Administrators.** ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—51p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Administrator Attitudes, Attribution Theory, \*College Administration, Females, Higher Education, \*Leadership Styles, Males, \*Role Perception, \*Self Evaluation (Individuals), \*Sex Differences, Success

Identifiers—\*ASHE Annual Meeting

The self-perceptions and attributions for success among 561 college administrators were studied. Questionnaires were completed by presidents (27 percent), deans (27 percent), directors and coordinators (33 percent), and nonadministrative faculty (13 percent). Self-perceptions were measured by adjectives that were subsequently categorized as masculine, feminine, and neutral. Results indicated that for sex, females perceived themselves as more masculine, more feminine, and more neutral than did males. The mean score for the masculine self-descriptors was the lowest of the three groups of adjectives, and females outscored males in reporting that they saw themselves with more masculine behavior in their jobs. Respondents were more likely to perceive themselves as characteristically "feminine" in leadership behaviors if they were female, married, and nonadministrators. Presidents and married subjects perceived themselves as more masculine than other administrative levels and marital statuses. Attributions for success, measured by weights given hard work, ability, luck, and ease of task, revealed significant differences on the latter two attributions only. (Author/SW)

ED 245 608

HE 017 333

Volkwein, J. Fredericks

**State Financial Control Practices and Public Universities: Results of a National Study.** Revised. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Accountability, \*Budgeting, College Administration, \*Educational Finance, Governance, \*Government School Relationship, Higher Education, Institutional Autonomy, National Surveys, \*Personnel Management, Resource Allocation, \*State Government, \*State Universities

Identifiers—\*ASHE Annual Meeting

Results of a national study of budgetary control imposed upon 88 Ph.D. granting public universities by 49 state governments (excluding Alaska) are presented. A comparative analysis is provided of financial control practices in each state, along with an index that places these practices along a continuum. Information is included on the nature and character of state budget allocation, areas of campus flexibility and discretion, the disposition of tuition and other revenues, the nature of state regulation of positions and purchases, and the types of audits and other kinds of state controls. Using both national data provided by the National Center for Higher



Education Management Systems and campus data, attention is directed to the relationship between financial and personnel control practices on the one hand, and university administrative expenditures, administrative salaries, and organizational elaborateness on the other. Based on regression analysis, there are no differences on the dependent measures between universities that enjoy a great deal of autonomy and those that are subjected to relatively heavy oversight. (SW)

**ED 245 609** HE 017 334

*Bliss, Michael*

**Professional Specialization and General Education: Organizational and Professional Realities.**  
ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Faculty, College Instruction, \*General Education, Graduate Study, Higher Education, Noninstructional Responsibility, \*Professional Development, \*Specialization, \*Teacher Role, Undergraduate Study  
Identifiers—\*ASHE Annual Meeting

Four manifestations of organizational and professional segmentalism are discussed: the influence of the graduate school and the resulting preeminence of professional specialization; faculty orientation toward the discipline (and the department) rather than the institution; overspecialization in undergraduate degree programs; and faculty reward systems that reinforce the dominance of professional specialization over general education. It is suggested that general education and core curricula have been the areas influenced most by the professionalism of professors. It is claimed that faculty members who teach undergraduates are distracted from teaching by the demand of research and publication necessary for professional advancement and tenure. Furthermore, the training for a Ph.D. is tightly restricted to isolating and competitive research concerns. Few graduate schools offer any instruction in university teaching. It is concluded that depersonalization of university faculty is not a sensible option, since the production and utilization of knowledge, public belief, and academic freedom and autonomy are essential. The challenge for universities is to overcome the segmentalism of professional specialization. (SW)

**ED 245 610** HE 017 335

*Decker, Robert And Others*

**Faculty Decision-Making Impact and Collective Bargaining in Illinois Community Colleges.**  
ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Collective Bargaining, \*College Faculty, \*Community Colleges, Decision Making, \*Faculty College Relationship, Higher Education, \*Participative Decision Making, State Colleges, Teacher Attitudes, Teacher Participation  
Identifiers—\*ASHE Annual Meeting, \*Illinois

The impact of collective bargaining in selected areas of institutional decision making at Illinois community colleges was studied. The study institutions were public community colleges that had comprehensive academic programs and were campus-based. Questionnaire responses were received from 645 teaching faculty. Findings include the following: the areas in which faculty had the greatest impact on decision making dealt with the curriculum, degree requirements, grading system, and program admission requirements; while the areas where faculty perceived the least impact on institutional decision making included negotiating individual faculty salaries, dismissing faculty with cause, and selecting the top campus administrators. Comparisons were made of faculty views at unionized and nonunionized campuses, along with demographic and background characteristics of faculty at unionized/nonunionized institutions. It was found that in 19 of 20 areas, faculty at unionized colleges viewed that they had greater impact in institutional decision making than did faculty working at nonunionized colleges. In addition, faculty in unionized

and in nonunionized colleges demonstrated similar demographic and background characteristics. Appendices include a bibliography and study data. (SW)

**ED 245 611** HE 017 336

*Finkelstein, Martin Pfnister, Allan O.*

**The Diminishing Role of Faculty in Institutional Governance: Liberal Arts Colleges as the Negative Case.** ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Administration, \*College Faculty, \*Faculty College Relationship, Financial Problems, \*Governance, Higher Education, \*Liberal Arts, \*Participative Decision Making, Teacher Administrator Relationship, \*Teacher Role

Identifiers—\*ASHE Annual Meeting

The role of faculty in institutional governance during a period of change is discussed. The focus is the adaptation of 21 liberal arts colleges to fiscal and enrollment pressures of the 1970s, based on a Carnegie Council study of a total sample of 86 liberal arts colleges. The 21 institutions are further investigated, based on site visits, examination of institutional documents, and interviews. Of the 21, 16 demonstrated a strengthened/expanded faculty role, while four showed no change in faculty governance roles and structures, and one institution showed a diminished faculty role. The faculty governance role was formalized at the 16 institutions in one or more of the following ways: the development of new, representative structures of faculty governance; the independence of faculty governance structures from the central administration; formalization of the budgetary role; formalization of the faculty role in promotion and tenure; and the initiation and formalization of faculty-board of trustees relations. The strengthened role of the faculty seemed attributable to the rapid infusion over a short time period (1965-1970) of a group of young, highly professionalized faculty. (SW)

**ED 245 612** HE 017 337

*Zammuto, Raymond F.*

**Cutback Management and Resource Reallocation in Higher Education.** Revised. ASHE 1984 Annual Meeting Paper.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-83-0009

Note—31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Budgeting, \*College Administration, \*Economic Factors, Educational Finance, Financial Policy, \*Financial Problems, Higher Education, \*Resource Allocation, \*Retrenchment

Identifiers—\*ASHE Annual Meeting

The relative incidence of across-the-board cuts in higher education for all institutions that experienced decreasing revenues between 1976-1977 and 1980-1981 was studied. Factors that affect the extent to which administrators employed across-the-board cuts versus selective cuts were also assessed. Attention was focused on the effects of the severity of revenue decline, the duration of the decline episode, the institution's recent history in managing decline, institutional control, and the effect of the type of institution on the reallocation of institutional resources. Data were obtained from the Higher Education General Information Survey finance and enrollments questionnaires. Reallocation was defined as the percentage of constant dollar expenditures across functional areas in time that differed from what would be expected in an across-the-board cutback. It was found that the majority of the cuts tended toward minimal reallocation. The results supported the hypothesis that reallocation: increases as the severity of decline increases, decreases as the length of a decline episode increases, is more likely in private institutions, and is more likely in two-year institutions. Additional findings and implications are discussed. Types of expenditures for 10 functional areas are also out-

lined. (SW)

**ED 245 613** HE 017 338

*Blanshan, Sue A. And Others*

**Re-entry Student Survey: Office of Women's Services, The Ohio State University.** Preliminary Report. ASHE 1984 Annual Meeting Paper.

Pub Date—May 84

Note—56p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Ancillary School Services, \*College Students, \*Enrollment Influences, Females, Higher Education, Institutional Research, Males, Needs Assessment, Questionnaires, \*Reentry Students, \*Student Characteristics, \*Student Needs, Student Problems

Identifiers—\*ASHE Annual Meeting, \*Ohio State University

Results of a survey to determine the needs of reentry students at Ohio State University are presented. Reentry students are defined as being 4 or more years older than their class-level peers. Questionnaire responses from 210 students are analyzed. Information is provided on the following student characteristics: sex and age, family background, educational background, and employment experience. Attention is also directed to: reasons that reentry interrupted their formal education, reasons for reentry to school, reasons for enrolling at Ohio State University, financing reentry education, needs of male and female reentry students, male and female student problems, and student support services. Findings include the following: more reentry students are women than men, male reentry students are younger than female reentry students, 50 percent are enrolled in undergraduate programs and 38 percent are enrolled in graduate programs, 75 percent are employed, the vast majority are enrolled because of career/professional development needs, reentry students are relatively low in usage of support services, and undergraduate reentry student satisfaction with academic advising is varied. Appendices include statistical results and a questionnaire. (SW)

**ED 245 614** HE 017 339

*Goldberg, Frank*

**A Study of the Efficiency of the Fellowship Selection Process at a Major Research University.** ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984). This research was sponsored in part by a grant from the Metropolitan Life Foundation.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Persistence, Comparative Analysis, \*Competitive Selection, Departments, \*Doctoral Degrees, \*Fellowships, \*Graduate Students, Higher Education, Institutional Research, Longitudinal Studies, Time Factors (Learning)  
Identifiers—\*ASHE Annual Meeting, \*Research Universities

Students who were awarded university fellowships for their first year of study at a major research university were compared to nonfellowship students. The students' completion of the Ph.D. and the time required to obtain the degree were assessed. Data for about 3,200 Northwestern University students were analyzed. Three models were developed for organizing the data on which student performance was evaluated. In addition to a long-term longitudinal approach for tracking students' academic careers, a short-term longitudinal approach covered students' yearly progress. The long-term approach was used for the entering classes of 1972-1973 through 1976-1977, while the short-term approach started with the class of 1978-1979. The third model used a retrospective approach incorporating data for all degree recipients since 1978. Information is presented on the length of time to complete a Ph.D. and degree completion rates for the following departments: anthropology, art history, economics, English, German, history, mathematics, philosophy, physics, political science, psychology, Spanish, Slavic languages, and sociology. Students awarded fellowships in their first year did not consistently outperform other stu-

dents, except for students in the Department of English. (SW)

**ED 245 615** HE 017 340

*Nettel, Michael T. And Others*  
Comparing and Predicting the College Performance of Black and White Students. ASHE 1984 Annual Meeting Paper.

Spons Agency—Ford Foundation, New York, N.Y.; Southern Education Foundation, Atlanta, Ga.

Pub Date—Mar 84

Note—21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Black Students, \*College Students, Comparative Analysis, Educational Background, \*Grade Point Average, Higher Education, \*Predictor Variables, Student Attitudes, \*Student Characteristics, Student Teacher Relationship, \*White Students

Identifiers—\*ASHE Annual Meeting

The performance and experiences of black and white college students from 30 colleges were compared. The sample consisted of 4,094 students and 706 faculty members from large white universities, regional white state universities, large white private universities, historically state-supported black universities, and historically black private universities. The Student Opinion Survey was administered to determine personal, academic, demographic, and attitudinal data. The performance level of white students as measured by progression rate and college grade point average was significantly higher than that of black students. It was found that, to some extent, the racial differences in progression rate are likely attributable to differences between the two races in a variety of personal and attitudinal characteristics, such as high school preparation, financial need, Scholastic Aptitude Test scores, the level of interfering problems, and feelings of racial discrimination. Faculty attitudes also seemed to influence student progression rates. Personal, institutional, and faculty influences also affected grade point average. High faculty contact with students and non-traditional teaching style were significant contributors to high college grades. (SW)

**ED 245 616** HE 017 341

*Lowther, Malcolm A.*  
Research on Journalism as Work: Implications for Education. ASHE 1984 Annual Meeting Paper. Pub Date—Mar 84

Note—26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, \*Journalism, News Media, \*News Reporting, \*Public Opinion, \*Research

Identifiers—\*ASHE Annual Meeting

Selected findings drawn from research studies on journalism and work are discussed. The social science research methodologies employed by Herbert J. Gans and Stephen Hess are described with attention to story selection and general reporters and beat reporters. Selected journalistic research in the fields of science, business, and education are also examined. Gans used field work or participant-observation methods to study how journalists with four organizations selected and reported news, and why they chose their topics. Hess developed a questionnaire that he administered to a sample of Washington reporters to determine stories written daily, who initiated them, and who was interviewed. He also analyzed news stories. It is noted that more research has been directed to journalistic science reporting. Findings of the most important studies are briefly reviewed. Studies focusing on whether the news media have an anti-business bias are also reviewed. Lastly, findings of Gerbner's research on the views of education editors or writers are reported. It is concluded that the relationships between journalistic activity and higher education is relatively unstudied, including the question of how the media shapes public opinion concerning higher education. (SW)

**ED 245 617** HE 017 342

*Masland, Andrew T.*

**Funding the Computer Revolution: Using External Resources for Academic Computing. ASHE 1984 Annual Meeting Paper.**

Pub Date—Mar 84

Note—18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Instruction, Computer Assisted Instruction, Computer Literacy, \*Computer Oriented Programs, \*Grants, Higher Education, \*Philanthropic Foundations, \*Private Financial Support, Research, \*School Business Relationship

Identifiers—\*ASHE Annual Meeting

Grants for computer-oriented programs on college campuses are examined. The general pattern of funding during 1982 and grant programs of several foundations are addressed. The ways that colleges have used grant funds for computing activities are described through a series of case studies. Attention is directed to funding patterns across foundations and the experiences of six colleges that received grants from the Exxon Education Foundation. Study data were obtained from the "Foundation Grants Index." The six Exxon Foundation projects focused on computer literacy, faculty development, and curriculum redesign. Based on the Index, the 10 foundations that made more than three grants for computing to colleges are identified, along with the amount of the awards. A classification of the grants by use is also provided, which covers the following broad categories: academic (instruction and research), administrative, library, and other (unknown). Within these categories, the following uses of the grants are also indicated: hardware, software, facilities, research, and other. It is noted that slightly over half the grants awarded in 1982 were for academic computing, while grants for hardware consumed the largest percentage of external funds, followed by facilities. (SW)

**ED 245 618** HE 017 343

*Hyer, Patricia B.*

Affirmative Action for Women Faculty: Case Studies of Three Successful Institutions. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affirmative Action, Case Studies, \*Change Strategies, Comparative Analysis, \*Employment Practices, Higher Education, Institutional Characteristics, \*Institutional Evaluation, \*Personnel Policy, Professors, Tenure, \*Women Faculty

Identifiers—\*ASHE Annual Meeting

Affirmative action implementation at 183 public and private doctorate-granting universities was studied. Based on high institutional scores on a change index, three universities were selected as case study sites. Factors and processes thought to account for the amount of change that occurred on behalf of women faculty on each campus during the 1970s are described. Case synopses are followed by cross-site comparisons and implications for the literature on federally-mandated change. The progress at individual universities was compared using data from National Center for Education Statistics' annual employee surveys. Change was measured by combined scores in five areas: change in the proportion of women on the faculty, change in the ratio of male to female faculty, change in the number of women on the faculty, change in the number of female full professors, and change in the number of tenured women. Open-ended interviews were also conducted with faculty, administrators, affirmative action staff, and representatives of campus-based women's organizations at the case study institutions. Findings from the case studies emphasize the importance of manipulable factors in creating positive change, especially the role of sustained effective leadership for the change effort. (SW)

**ED 245 619** HE 017 344

*Folger, John*

How Can States Budget for Quality? ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

ing of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Opinion Papers (120)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Budgeting, \*Educational Quality, Financial Policy, Governance, \*Government School Relationship, Higher Education, \*Public Policy, \*Resource Allocation, \*State Government, Statewide Planning

Identifiers—\*ASHE Annual Meeting

Budgeting by the states to improve quality in higher education is discussed. Among the quality issues, the following are important in a number of states: a need for stronger programs in engineering, computer science, and technology fields; a need for better preparation of public school teachers; and concern with lowered admissions standards and too much remedial work. It is claimed that if budget reform is to be successful in the future, it has to proceed from some organizational theory that fits colleges and universities, and from a concept of the governance relationship between states and institutions. Four models of state-institutional relationship are presented that vary along a continuum from control to autonomy (i.e., state agency, state-controlled institution, state-aided institution, and corporate or free-market). Concepts of university action are discussed, including the following: universities do goal directed planning, and they are influenced by market and other external forces. Dimensions such as centralized/decentralized budget decisions and accountability are also addressed to help understand the likelihood of successful budget reform. Finally, six characteristics of state budget systems that will encourage change and improvement are identified. (SW)

**ED 245 620** HE 017 345

*Higgins, A. Stephen*

The Search for Real Scholarships for Our Academic Champions. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academically Gifted, Aptitude Tests, \*College Choice, College Entrance Examinations, Family Income, Higher Education, Majors (Students), \*Scholarships, School Business Relationship, \*Student Financial Aid

Identifiers—\*ASHE Annual Meeting, Indiana, \*National Merit Scholars

The college choices of the academically talented and their financing of college were studied through a 1981 survey of 280 National Merit scholars in Indiana. The influences of college majors, family size and income, parental occupation and education, and national test performance were examined. The Indiana Merit scholars more often majored in engineering and architecture and the physical/natural sciences compared to the Indiana or national college-bound groups; less often, in business and education. Both sex and test performance significantly related to academic majors of the scholars. Many, but not all, of the Indiana scholars came from high-income families. Income was related to parental support for college attendance, and both were related to the type and location of the college and its cost. The most important variables in determining college support for these students were college costs and family income, with Scholastic Aptitude Test scores a close third factor. The majority of merit scholars received some financial support from their colleges and universities. The comments and concerns of survey respondents were also considered, along with issues pertaining to corporate contributions to the merit scholarship program. (SW)

**ED 245 621** HE 017 346

*Hackman, Judith Dozier*

Resource and Environment: A Theory of Resource Allocations for Higher Education. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Budgeting, \*College Administration

tion, Higher Education, \*Power Structure, \*Resource Allocation, \*Theories, Unit Costs  
Identifiers—\*ASHE Annual Meeting

Information concerning a theory about allocation of resources among units at colleges is presented. This information, which is primarily in tabular and graphical form, is based on a report of the special conference topic panel entitled "Clues for Leaders of Universities from Environmental Studies: Applying Theory and Research to Administrative Practice." The theory is based on qualitative interview responses from central administrators at six varied colleges and universities plus quantitative analyses of questionnaire data from unit heads at three of the institutions. Two kinds of power are emphasized: a unit's environmental power and its institutional power. The figures provide definitions of the concepts of centrality, resource allocation, environmental and institutional power, and resource allocation strategies. Propositions concerning a unit's environmental and institutional power are included. Data are provided on the characteristics and participation levels of six participating schools. Environmental power resource categories are identified, along with indices of environmental and institutional power. Finally, correlations among power indices and budget change are indicated. A 30-item bibliography is included. (SW)

ED 245 622 HE 017 347

Hearn, James C. Heydinger, Richard B.  
Formal Assessment of the External Environment of a University: Constraints and Possibilities.  
ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—42p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).  
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, College Administration, \*College Planning, Higher Education, \*Institutional Characteristics, \*Needs Assessment, \*Self Evaluation (Groups)

Identifiers—\*ASHE Annual Meeting, Research Universities

Guidelines for formally evaluating the external environment of a university are presented. The guidelines are evaluated and refined on the basis of results of an experimental environmental assessment effort at a large research university. Eleven critical tensions associated with environmental assessment are also discussed, along with theoretical and applied implications. In addition eight constraints on formal environmental analysis are discussed. An environmental assessment experiment at University of Minnesota in 1983 was undertaken to promote institutional planning. Information was collected and disseminated on general environmental issues, but without action recommendations. These efforts were qualitatively evaluated with attention to the following questions: Should universities formally assess their external environments? What should be assessed? Who should do the assessing? How should the assessment effort be organized? What should be produced? Critical tensions in environmental assessment include: credibility versus quality, issue management versus issue identification and analysis, interpretation versus information, diversity versus homogeneity, and process versus products. (SW)

ED 245 623 HE 017 348

Conrad, Clifton F. Blackburn, Robert T.  
Predictors of Departmental Quality in Regional Colleges and Universities. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—54p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, Chemistry, \*Departments, \*Doctoral Programs, \*Educational Quality, Higher Education, History, \*Masters Programs, Mathematics, \*Predictor Variables, Schools of Education, Student Characteristics, \*Teacher Characteristics

Identifiers—\*ASHE Annual Meeting

Correlates of departmental quality at the masters and doctoral level in regional colleges and universities were studied. The sample of 45 departments represented 14 public institutions in two states and

included departments of biology, chemistry, education, history, and mathematics. Based on multivariate linear regression, departmental quality was shown to have small to moderate correlation with 32 variables related to faculty, students, program, and facilities. Many of these variables remained important when other variables were held constant. Moreover, combined measures for faculty (scholarly productivity, age and tenure status, geographical origin of highest degree, and teaching workload), students (number and ability), and program (proportion of institutional degree programs at the graduate level and curricular concentration) were found to explain moderate amounts of variation in departmental quality. While some of the correlates identified support previous research, the findings suggest that the factors associated with graduate departmental quality in regional colleges and universities are more multidimensional than in highly ranked programs in the nation's leading research universities. (Author/SW)

ED 245 624 HE 017 349

Jones, Dennis P.

Concepts and Principles for State-Level Higher Education Budgeting. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—16p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, \*Budgeting, Educational Finance, \*Financial Support, \*Government School Relationship, \*Higher Education, \*Resource Allocation, \*Statewide Planning

Identifiers—\*ASHE Annual Meeting

Basic concepts concerning state-level resource allocation to higher education are discussed. Attention is directed to principles of budgeting regardless of context, the pluralistic nature of higher education, characteristics of higher education production functions, and the typical form of the budget. In addition to the distribution of resources, budgets also serve as accountability frameworks. College administrators are faced with the need to respond to several groups, each of which provides financial or other resources to the institution and each of which has some different expectations. Budgets are constructed of two basic components—a multipurpose, general component, and varied numbers of single-purpose (categorical, special) components. The multipurpose component provides support for the basic operations and programs of the institution. Since the state has to treat institutions differently, single-purpose resource allocation approaches help to achieve this objective. It is suggested that states should make explicit that they are allocating funds for specific services, and institutions should understand the expectations as a condition of receiving money. Since accountability mechanisms are not inherent in the resource allocation method, they must be constructed separately. (SW)

ED 245 625 HE 017 350

Paulsen, Michael B. Pogue, Thomas F.  
Higher Education Enrollment: The Interaction of Labor Market Conditions, Curriculum, and Selectivity. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—28p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Admission Criteria, \*College Graduates, \*College Programs, Education Work Relationship, \*Employment Opportunities, \*Enrollment Trends, Higher Education, \*Labor Market, Models, Private Colleges

Identifiers—\*ASHE Annual Meeting, Illinois, Iowa

The sensitivity of enrollment to conditions in the labor market for college graduates was assessed. A model was developed to determine whether sensitivity of enrollment to labor market changes depends on admissions selectivity and the curriculum. Data from 1965-1981 for 64 independent liberal arts colleges in Iowa and Illinois were evaluated. Results indicate that when conditions in the college job market deteriorated: colleges conferring degrees in occupational fields such as business or computer science experienced greater enrollment growth than did colleges offering traditional arts and sciences

and teacher training curricula; and colleges with more selective admissions experienced greater enrollment growth than those with less selective admissions. Enrollment at the colleges was significantly related to beginning earnings of college graduates and the population of 18-24 year olds. It is suggested that occupational programs limit the downside risk of declining enrollment when conditions in the labor market deteriorate, but they also limit expansion of enrollments when the labor market improves. The enrollment determination model is detailed using equations. (SW)

ED 245 626 HE 017 351

Lincoln, Yvonna S.

Bridging the Gap: New Constructs for Organizations and Appropriate Methodologies. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—19p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Environment, Content Analysis, \*Evaluation Methods, Higher Education, \*Inquiry, \*Institutional Research, \*Organizational Theories, \*Research Methodology, Research Reports

Identifiers—\*ASHE Annual Meeting

Conference papers calling for new constructs in organizational theory to explicate problems in understanding educational organizations were content analyzed to explore paradigmatic assumptions and to demonstrate a fit between assumptions. Papers supporting the use of qualitative methodologies were also analyzed. The papers were from the 1983 conferences of the American Educational Research Association and the Association for the Study of Higher Education. The underlying assumptions of organizational constructs such as "loose coupling" were analyzed and contrasted with older and more traditional constructions of organizations. The results show that assumptions grow typically out of the same, or a very similar, value framework; that effective methods of inquiry are those that match assumptions about organizations; and that methods that present reductionist pictures of organizations fail to inform the change process because they produce necessarily limited and nonholistic views of organizational functioning. It is suggested that increased interaction between organizational theorists and methodologists should insure that methods fit newer constructs to create a descriptive science of organizations. A list of the 11 conference papers and authors is included. (Author/SW)

ED 245 627 HE 017 352

Bernstein, Alison

A Foundation Officer's Advice to Young Researchers. ASHE 1984 Annual Meeting Paper.

Pub Date—Mar 84

Note—10p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Educational Policy, \*Grants, Higher Education, \*Information Needs, Needs Assessment, Policy Formation, \*Private Financial Support, \*Research, \*Research Needs, School Business Relationship

Identifiers—\*ASHE Annual Meeting, Ford Foundation

The support of the Ford Foundation for higher education research, and specifically policy-oriented studies, is discussed. The first commonality of Ford Foundation-sponsored policy studies is the existence of a commonly perceived problem (e.g., the Commission on Minorities studied equity/affirmative action). A second commonality of Ford's work is that decision makers need alternative scenarios, as well as data and analysis, that provide clear choices. The third commonality of sponsored studies involves built-in avenues for dissemination. It is important to involve a practitioner in the early stages of the research design to help insure that the research will be useful. Finally, regardless of the topic, the researcher must be sensitive to differential impact based on race, gender, and class. While not all Ford Foundation grants focus on minority or women's issues, each grant takes into account the differential impact of gender, race, and class. Topics about community colleges that were generated by



the Ford Foundation in the last year are identified. (SW)

**ED 245 628** HE 017 353

Hines, Edward R. And Others

**Trend Analysis of Support to Postsecondary Education. ASHE 1984 Annual Meeting Paper.**

Pub Date—Mar 84

Note—38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Budgeting, \*College Administration, Economic Factors, \*Educational Finance, Federal Aid, Financial Policy, \*Financial Support, \*Government School Relationship, Literature Reviews, Money Management, \*Postsecondary Education, Private Financial Support, Retrenchment, \*Student Financial Aid, Trend Analysis

Identifiers—\*ASHE Annual Meeting

The literature published during the decade of the 1970s relating to the support of higher and postsecondary education was analyzed to uncover trends, patterns, and discontinuities, and to forecast alternative directions and trends in the future support of college education. Seven broad topics were covered: general trends and the economics of higher education; governmental fiscal support to higher education; external funding and institutional development; student financial aid; institutional financial management; fiscal planning and budgeting; and reduction, retrenchment, and reallocation. Three patterns of publications activity were identified. Early in the 1970s, an initial publications peak was coincident with the public debate over funding higher education, supporting institutions versus students, questions about the value and the economic return of higher education, and increasing concerns about sustaining higher education. Institutional financial management showed a variation in emphasis and content in the 1970s. Continuing areas of concern, and thus publications activity, will include the topics of planning, budgeting, and student aid. The cyclic pattern will likely continue and be represented by governmental concerns about higher education. (SW)

**ED 245 629** HE 017 354

Austin, Ann E.

**Work Orientation of University Mid-Level Administrators: Commitment to Work Role, Institution, and Career. ASHE 1984 Annual Meeting Paper.**

Pub Date—Mar 84

Note—46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Attitudes, Administrator Role, Higher Education, \*Job Satisfaction, \*Middle Management, Role Perception, \*Work Attitudes

Identifiers—\*ASHE Annual Meeting

The commitment of administrators to the work role, the institution, and the career was studied using data from a survey and interviews of mid-level administrators at a large research university. A total of 256 administrators responded to the survey, and 6 participated in followup interviews. Approximately 80 percent of the respondents were found to be primarily committed to the university where employed or the position held. The nature and intensity of reasons for commitment to the work role, the institution, and the career were examined. The mid-level administrators rated their commitment to the university and to their positions more highly than their commitment to a career in higher education. Important reasons for commitment were autonomy, pride, recognition and prestige, and interesting people and colleagues. The interviews provided additional insight into these reasons. It was found that many of the mid-level administrators apparently did not work closely or interact frequently with either faculty members or students. Three orientation groups—university-oriented, career-oriented, and position-oriented—differed in the patterns of linkages contributing to their commitment to their work. (SW)

**ED 245 630** HE 017 355

Cameron, Kim S.

**Investigating the Causal Association between**

**Unionism and Organizational Effectiveness. Revised. ASHE 1984 Annual Meeting Paper.**

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Mar 84

Contract—400-83-0009

Note—42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Collective Bargaining, \*Faculty Development, Higher Education, \*Institutional Advancement, \*Institutional Evaluation, \*Organizational Effectiveness, \*Student Development, \*Unions

Identifiers—\*ASHE Annual Meeting

Assessments of organizational effectiveness in a sample of four-year institutions in 1976, 1980, and 1983 were used to investigate the potential causal directionality of unionism and organizational effectiveness. Nine dimensions of effectiveness were analyzed: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of the faculty, system openness and community interaction, ability to acquire resources, and organizational health. In 1976, 41 institutions participated; in 1980, 20 of the same institutions participated; and in 1983, 26 of the institutions participated. Eighteen of the schools were common to all three studies. The number of respondents was 1,317 in 1976, 1,240 in 1980, and 246 in 1983. Respondents consisted of academic, financial, student affairs, and general administrators, faculty department heads, and trustees. The results of the analyses suggest that ineffectiveness leads to unionism, but that once unionized, organizational effectiveness does not seem to improve. (SW)

**ED 245 631** HE 017 356

Eisele, Chris

**The Philosophy of Higher Education. Revised. ASHE 1984 Annual Meeting Paper.**

Pub Date—Mar 84

Note—21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational History, \*Educational Philosophy, \*Higher Education, Literature Reviews, Postsecondary Education as a Field of Study, \*Scholarship

Identifiers—\*ASHE Annual Meeting

The history of the philosophy of higher education was studied. Examining descriptions of the field of higher education was one approach, along with computer searches. There appeared to be a gap in the study of higher education—the failure to study the history of philosophy of higher education. The problem seemed to be that scholars had not tried to build on their historical insights to develop a philosophical history to parallel their institutional and social histories. Examples of writings that have provided a history of some philosophical influences are cited. It was felt that a broader and deeper study of the philosophical writing in the history of higher education might help clarify current issues. In addition, an example of analytic philosophy, one of the newest ways of approaching philosophical problems, is included. A number of quotations from works are included. (SW)

**ED 245 632** HE 017 357

Leslie, David W.

**Academic Freedom for Universities? ASHE 1984 Annual Meeting Paper.**

Pub Date—Mar 84

Note—42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Freedom, Constitutional Law, \*Court Litigation, \*Higher Education, \*Institutional Autonomy, \*Legal Problems

Identifiers—\*ASHE Annual Meeting

The concept of institutional academic freedom is discussed. Attention is directed to how the concept confounds the distinct values and standards traditionally used in analysis of cases involving individual

rights in higher education, and legal and practical problems it raises for the maintenance of traditional concepts of academic freedom. The idea of institutional academic freedom—to the extent that it may not derive directly from the First Amendment—appears to grow from the general idea of university autonomy. The various courts have approached the question of latitude for institutional decision-making from different points of view about whether there is a corporate academic freedom, when and in what circumstances it should be invoked, and what ends the freedom serves. Whatever else academic freedom may be, in legal terms it is a derivative of the constitutional protection afforded free expression. The issue at hand is whether in the derivation one can find a protection for institutions as well as for individuals. Basic issues include: prohibition of governmental infringement, and the conflict of institutional discretion with public law and policy. In general, the notion of institutional academic freedom has achieved only a very qualified recognition among state and federal courts. (SW)

**ED 245 633** HE 017 359

Babcock, Judith A.

**Adaptive Responses and the Two Environments of Academic Subunits. ASHE 1984 Annual Meeting Paper.**

Pub Date—Mar 84

Note—17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrative Principles, Budgeting, \*College Environment, \*Decision Making, \*Departments, Enrollment Trends, Financial Support, Higher Education, Operating Expenses, \*Organizational Theories, Problem Solving, \*Program Administration, Resource Allocation

Identifiers—\*ASHE Annual Meeting

A theoretical analysis of embedded organizations (parts of a larger organization) is developed and eight propositions relative to the use of modifying responses by such organizational units are offered. Research was conducted on the responses of two colleges within a university to their respective growing/declining resource environments over an 8-year period. Both had experienced substantial environmental shifts in enrollment and finances. Students who enrolled as majors were viewed as an element of the external environment (external to the parent organization), while financial resources for instruction came primarily from the internal environment (internal to the parent but external to the embedded unit). Adaptive responses used in the study included budgetary adjustments, programmatic adjustments, and technical (operational) adjustments. The finding that adaptive responses were used much more frequently than modifying ones led to the theoretical development of variables that might affect the ways in which embedded organizations react to environmental shifts. For embedded organizations, the internal environment, the constraints of the top administration of the parent organization, and the expectation that the parent organization would cope with the external environment outweighed modifying response to the external environment. (SW)

**ED 245 634** HE 017 360

Creamer, Don G.

**Student Development in Urban Commuter Colleges.**

Pub Date—[84]

Note—32p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Environment, \*Commuter Colleges, Higher Education, Individual Development, \*Student College Relationship, \*Student Development, Student Personnel Services, \*Undergraduate Students, \*Urban Universities

A conceptual view of student development and the milieu of an urban commuter college are discussed. Student development is defined as the application of human development theory, principles, and concepts in an educational setting to identify the forms of development in students to which the institution is willing and able to commit its resources. It is suggested that student development concepts and practices differ from mainstream, traditional student services. It is also proposed that the urban, commuter college environment, resources, and opportunities for facilitating student development differ sufficiently from other types of college

environments to require specialized programming by professionals. Attention is directed to universal developmental concerns of undergraduate students: intellectual development, moral and ethical development, self development, interpersonal development, and career development. Strategies for student development are also suggested in regard to recruitment and intake, advising, teaching, environmental management, developmental programming, and information dissemination. Finally, developmental programming is defined to distinguish it from other types. (SW)

ED 245 635 HE 017 376

Zikopoulos, Marianne Barber, Elinor G.  
The ITT International Fellowship Program: An Assessment after Ten Years. IIE Research Report Number Four.

Institute of International Education, New York, N.Y.

Pub Date—[84]

Note—54p.

Available from—Communications Division, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Educational Benefits, Education Work Relationship, \*Fellowships, \*Foreign Students, Higher Education, \*International Education, Outcomes of Education, Program Evaluation, Questionnaires, \*Study Abroad  
Identifiers—\*ITT International Fellowship Program

Findings of an assessment of the ITT International Fellowship Program (i.e., International Telephone and Telegraph) are presented. The study conducted during the program's tenth year was designed to determine the effect of the program on its participants and to gain insight into the impact of international education in general. Questionnaires were completed by 277 fellows representing 52 countries and the United States, detailing information on the fellows' background, experience in the host country; level of international understanding, language skills, and knowledge of the host country before and after the fellowship; and career subsequent to holding the fellowship. Findings include the following: more than half of the ITT fellows believed the fellowship made it possible for them to obtain better occupational positions; foreign male alumni perceived an especially strong connection between the fellowship and their later career success; foreign female alumni perceived career advantages less strongly, either because of sex-related barriers or, in some cases, a less vocationally-oriented choice of field of study; and 40 percent of U.S. fellows and 63 percent of foreign fellows reported that they are frequently or constantly involved in international matters. The survey questionnaire and lists of participating countries and U.S. colleges are appended. (SW)

ED 245 636 HE 017 381

University System of Georgia Response to Findings of the Office for Civil Rights. The Regents' Test Program.

University System of Georgia, Atlanta.

Pub Date—[84]

Note—21p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Black Colleges, \*Developmental Studies Programs, \*Educational Discrimination, Expenditures, \*Graduation Requirements, Higher Education, High Risk Students, Improvement Programs, Instructional Improvement, Remedial Programs, \*State Colleges, Upper Division Colleges  
Identifiers—\*Georgia University System

A response to the allegation that the University System of Georgia's use of the Regents' Test Program as a graduation requirement is discriminatory is presented. The U.S. Department of Education has alleged that the test has discriminated against students who attend the traditionally black institutions (TBIs). The Federal Government also cites the failure to provide programs to remedy the effects of past discrimination at the institutions. The status of the TBIs as senior colleges in the university system is discussed, along with the proportion of high-risk students and developmental studies programming. Data are presented on the expenditures for developmental studies and Regents' Test remediation in terms of total expenditures and cost per full-time

equivalent (FTE) student at each of the 14 senior colleges. Detailed information is also provided concerning allocations per FTE student (state appropriation) for the period from 1954-1955 through 1984-1985. Approaches are outlined that are designed to enhance the quality of instruction and to improve the implementation of practices and procedures relating to the Regents' Test at the TBIs. Additional resources that will be required for implementing these approaches are also addressed. (SW)

ED 245 637 HE 017 383

Study Group on Excellence in Education—Final Report (Fort Collins, Colorado, March 1984). Colorado State Univ., Ft. Collins.

Pub Date—Mar 84

Note—20p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Admission Criteria, Advisory Committees, College Admission, \*College Bound Students, \*College School Cooperation, \*Educational Quality, Educational Research, Educational Technology, Higher Education, \*State Universities, Teacher Education  
Identifiers—\*Colorado State University, Excellence in Education

Recommendations of the Colorado State University Study Group on Excellence in Education are presented, based in part on a review of reports issued by commissions, governmental agencies, and other groups. The Study Group sought to identify projects for the university to undertake to cooperate with Colorado public and private schools in the pursuit of educational excellence. The Study Group was composed of representatives of the university, the local school district, and the business community. The fact have been recent assessments of the quality of education in the United States, and possible and feasible measures to enhance the quality of education. The recommendations, which were submitted for consideration by appropriate groups and organizations, fall into six general areas of concern: communications, admission standards, preparation for careers in public education, educational technology, Center of Excellence, and research. A rationale for each of the recommendations is also provided. In addition, suggestions for the university regarding ongoing efforts and academic programs deserving additional emphasis and support from the college are included. A list of the current membership of the Study Group is appended. (SW)

ED 245 638 HE 017 384

Fincher, Cameron

Planning for a Statewide System of Public Higher Education: Fifty Years of Trial, Error, and Eventual Success in Georgia.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date—Feb 84

Note—62p.; Paper presented at the University of Georgia-College of Education's Meet-the-Scholar Series (Athens, GA, February 24, 1984).

Available from—University of Georgia, Institute of Higher Education, Candler Hall, Athens, GA 30602.

Pub Type—Reports—Descriptive (141)—Historical Materials (060)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, \*College Planning, College Role, Educational History, Geographic Distribution, \*Higher Education, \*Needs Assessment, \*Planning Commissions, \*State Colleges, \*Statewide Planning, Trend Analysis  
Identifiers—\*Georgia

Fifty years of planning in the Georgia statewide system of public higher education is reviewed. Based on planning completed by survey experts in 1933 and a 1940 re-study of conditions in the university system, recurrent themes were identified including the following: the geographic distribution of institutions and programs, the role of general education, and the preparation of public school teachers. A 1949 report that addressed these recurrent themes as well as institutional functions, postwar adjustments, and future financing, is discussed. Attention is also directed to: planning as ad hoc problem solving, a study of the state's need for nurses and other paramedical personnel, statewide planning in the 1960s, the Governor's Commission to Improve Education, the Regents Study of Community Colleges, a study of the appropriate role of each institution within the university system and the appropriate scope of its activities, the Governor's Committee on Postsecondary Education, the Sec-

ond Governor's Committee, studies to assess progress being made toward state-level goals and objectives in postsecondary education, a study committee on finance, and the Regents Needs Assessment Study. Seven maps of state jurisdictions showing types of colleges within each geographic area are appended. (SW)

ED 245 639 HE 017 400

Neault, Liz

Programming for Learning Disabled College Students: Accommodation and Autonomy.

Pub Date—83

Note—26p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Career Development, \*College Students, \*Educational Needs, Emotional Problems, Higher Education, \*Interpersonal Competence, \*Learning Disabilities, \*Special Programs, Student College Relationship, Student Needs

The needs of learning disabled college students and goals of two specific programs designed for this population are discussed. Attention is directed to the unique academic, social, and vocational needs of the learning disabled student. Emphasis needs to be placed on the responsibility of the student to identify and communicate abilities and needs to others. Emotional problems that many learning disabled individuals experience include low self-esteem, lack of social skills, and dysfunctional sexuality related to perceptual disorder. The student may have difficulty with reading, writing, speaking, or listening. Implications for vocational counseling include the fact that the learning disabled is often less efficient, accident prone, likely to make errors, and has trouble with such tasks as making change and reading instructions. A program is described that focuses on university-wide accommodation of learning disabled students, the integration of students into the social mainstream of university life, and the preparation of students to utilize campus vocational services. Programs at Colorado State University and Southwest State University, Minnesota, are briefly described, along with perspectives of two learning disabled students. (SW)

ED 245 640 HE 017 405

Wallen, Goran

Ideologies and Research in Nursing Care. Nursing Education. Swedish Research on Higher Education.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—5 Mar 84

Note—6p.

Available from—National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, Higher Education, \*Nursing, Nursing Education, \*Research, Trend Analysis  
Identifiers—\*Sweden

Trends in nursing research in Sweden are first discussed in relation to nursing education. Beyond the university, two "roots" of nursing research are investigated: (1) The first studies included analysis of the working conditions of nursing care; and (2) Later research topics covered nurse-patient relations and patients' needs. The research project also involved analyzing the relations between practitioners' work and that of researchers. Both practical experience and theoretical distance are necessary for the critical assessment of nursing routines that are an important category of nursing research. Several kinds of theory in nursing research are mentioned, such as theories relating to normative models of nursing care. At the end of the 1970s, nursing research was intended to be holistic and oriented to patients and practitioners. In this period, discussions were held about different views of man, and definitions of health, sickness, and criteria of good care. Recently, the paradigmatic discussions have grown to be oriented to theory and method. Currently, there is an increasing concern with clinical work. Hopefully nursing research is developing around problems involved in caring for patients. (SW)

ED 245 641 HE 017 408

Hearn, James C. Longanecker, David

The Enrollment Effects of Postsecondary Tuition Rises: Facts, Myths, and Unknowns.

Pub Date—Apr 84

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Attendance, \*Educational Opportunities, \*Enrollment Influences, \*Financial Needs, Postsecondary Education, \*Student Financial Aid, \*Tuition

Empirical research on the effects of price rises on college attendance is reviewed. Emphasis is placed on the validity and usefulness of an approach to postsecondary pricing increasingly being employed in the public sector. This approach, which is labeled the targeted subsidy approach, stresses that greater equity and fiscal efficiency result from moves away from low tuition policies toward higher tuition levels and higher levels of student aid funding. The evidence suggests that responsible movement toward a targeted subsidization financing scheme should not appreciably affect enrollment rates in the long run. The view that significant tuition rises necessarily threaten equality of educational opportunity is labeled as myth. Although the value of the targeted subsidy approach is generally upheld by the review, caveats are suggested regarding three of its central assumptions: the rational actor assumption, the "ceteris paribus" assumption, and the "efficient delivery" assumption. Suggestions for further research focus on the need for greater knowledge regarding individuals' processing of information as they make their college-going decisions. A 10-page bibliography is appended. (SW)

ED 245 642

HE 017 409

Ruthven, Avis J.

Contingency Contracting in a Personalized System of Instruction Class.

Pub Date—Apr 84

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*College Students, Comparative Analysis, \*Contingency Management, Higher Education, \*Pacing, \*Performance Contracts

The effects of two types of contingency contracts and self-pacing on student performance in a personalized system of instruction (PSI) class were examined. Forty-seven college students in a principles of educational psychology class were randomly assigned to either a short contract, long contract or self-pacing group. One group of students signed a short contract requiring mastery (90 percent) of the first unit within 3 class days, while another group signed a longer contract. A final group of students were self-pacing from the beginning of the course, and no contract was signed. Students in the three groups were also assigned to peer tutors. Analysis of covariance (with grade point average and student classification as covariates) yielded significant differences only on the final examination among the three groups. Multiple t-test comparisons indicated that both the self-pacing group and the short contract group performed significantly higher than did the long contract group on the final examination. (Author/SW)

ED 245 643

HE 017 410

Shaffer, James M. Menges, Robert J.

A Comprehensive Model of In-Class and Out-Of-Class Learning in Higher Education.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Students, Higher Education, \*Learning, \*Models, \*Student Behavior, \*Teacher Behavior, \*Time Factors (Learning), Time on Task

A model of in-class and out-of-class learning in higher education is discussed, and the literature related to out-of-class factors and time factors in teaching-learning is reviewed. Three related models of school learning are briefly reviewed. John Carroll's model (1963) proposes that the degree of student learning is determined by the time needed for learning and time spent in learning. A second model by B. S. Bloom (1976) incorporates mastery learning and conceives of the teaching-learning process as consisting of student background characteristics, instruction, and student outcomes. Harnischfeger and Wiley's model (1975, 1977) examines the interaction of student/teacher characteristics, along with curriculum and instructional factors. The model of in-class and out-of-class learning in higher education draws heavily upon the three models. Outcomes of this model are student achievement and student affective outcomes. Student variables that affect the teaching-learning process are the student's task aptitude and general aptitude. Teacher variables include the teacher's prior experiences relevant to the course and time spent on course preparation. Instructional and contextual variables are also identified. Diagrams illustrating the models are included. (SW)

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ED 245 644

HE 017 411

Calhoun, Judith G. And Others

An Assessment of a Psychosocial/Risk Factor Intervention Curriculum Model.

Pub Date—Apr 83

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Curriculum Evaluation, Higher Education, \*Medical Case Histories, \*Medical Students, \*Physician Patient Relationship, Preventive Medicine, Psychological Characteristics, \*Skill Development

A project that was designed to teach medical students how to use the medical history in collecting information relevant to the psychosocial and disease risk status of the patient was studied. A pilot curriculum designed to focus on the importance of preventive medicine and psychosocial aspects of the medical history was evaluated. Comparisons of student writeups for two successive medical school classes were conducted using a 71-item checklist; one class received the former curriculum, the other class experienced the pilot curriculum. Chi square procedures compared student performance for these two classes in relation to documentation and translation errors. Analysis of variance was used to determine the significance of differences in the mean number of documentation and translation errors between the two classes. Results of the analyses indicated statistical differences favoring the new curriculum. The students in the pilot curriculum made fewer documentation and translation errors on their writeups than did the students who received the former curriculum. Hence, the students in the new curriculum were found to be more facile in documenting patient psychosocial data and risk factors for illness. (SW)

ED 245 645

HE 017 412

Clark, Mary Jo

Older and Younger Graduate Students: A Comparison of Goals, Grades, and GRE Scores.

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Spons. Agency—Graduate Record Examinations Board, Princeton, NJ.

Report No.—ETS-84-5; GREB-81-17R

Pub Date—Feb 84

Note—69p.

Available from: Educational Testing Service, Research Publications R-116, Princeton, NJ 08541. Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Age Groups, \*Aptitude Tests, College Entrance Examinations, Comparative Analysis, Grades (Scholastic), \*Graduate Students, Higher Education, \*Mathematics Skills, Nontraditional Students, Questionnaires, Reentry Students, \*Scores, \*Verbal Ability

Identifiers—\*Graduate Record Examinations

The 1980-1981 Graduate Record Examination General Test verbal and quantitative ability scores were examined for four age groups of test takers (those age 22 or less, 23-29, 30-39, and 40 or more), and two groups returning to graduate study many years after completing the bachelors degree. The late returners were those 9-15 years beyond the baccalaureate, and those 16 or more years beyond the

degree. Average verbal scores were about the same for all test takers regardless of age group or recency of undergraduate study; average quantitative scores were progressively lower across groups of increasing age or distance from the baccalaureate. Correlations between verbal and quantitative scores and first-year graduate school grades were about the same across age groups of enrolled students, suggesting that the scores were equally useful in predicting the first-year graduate school grades of younger and older applicants. Undergraduate grade averages were lower for older than for younger students, and were less closely related to graduate school grades among the older student groups. Differences in fields of study, background characteristics, and attitudes toward test taking also are reported. Supplementary tables and the study questionnaire are included. (Author/SW)

ED 245 646

HE 017 413

Shann, Mary H.

Institution Building through International Faculty Exchange.

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, Curriculum Development, Educational Change, Evaluation Methods, Fellowships, Foreign Countries, Higher Education, \*Instructional Development, International Educational Exchange, \*Postdoctoral Education, \*Teacher Exchange Programs, Teaching Methods, \*Technical Assistance

Identifiers—\*Boston University MA, \*Cairo University (Egypt)

The experience of Boston University's school of education in providing development assistance through collaborative faculty linkages to Cairo University, Egypt is discussed. The assistance has taken three forms: (1) short-term, postdoctoral fellowships at Boston University for 13 Cairo University faculty in the areas of program planning, teaching methodology, educational technology, and evaluation; (2) long-term fellowships in degree programs in educational leadership for five Cairo University faculty members who will assume major roles in curriculum and faculty development; and (3) on-site guidance and collaboration at Cairo University by Boston University faculty members in the areas of program design, implementation, evaluation, and institutionalization of inservice faculty development programs. Program monitoring is discussed with attention to participant selection, orientation, curriculum for the summer fellowship programs, and satisfaction with the summer programs. Attention is also directed to efforts at implementing new teaching strategies, curriculum change activities, and approaches to improve evaluation practices. The following issues affecting educational reforms are also addressed: incentives, infrastructure, leadership, and financial commitment. (Author/SW)

ED 245 647

HE 017 414

Hall, Eleanor R.

A Follow-up Survey of College Dropouts: Who Responded and How Valid Were Their Answers?

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attrition (Research Studies), \*Dropout Research, Followup Studies, Higher Education, Research Problems, \*Sampling, \*Student Attrition, \*Student Problems, \*Withdrawal (Education)

Reasons dropouts offer for withdrawal from college and differences between respondents and non-respondents to a followup questionnaire were studied. During the spring 1980 semester, freshmen and sophomores completed a questionnaire describing their background and college experiences. A total of 156 dropouts (those who did not complete courses during the fall 1981 semester) were mailed a followup questionnaire. The response rate was 47 percent (74 questionnaires were returned). Respondents did not differ from nonrespondents on 1979-1980 grade point average (GPA) or on key



background and experience variables. Relationships of GPA and spring 1980 survey variables to reasons given for dropping out provided evidence for the validity of academic problems, responsibilities for children, other family responsibilities, and career indecision as reasons for dropping out. There was little evidence for the validity of lack of money as a reason; students who were not achieving important goals tended to cite lack of money. (Author/SW)

ED 245 648 HE 017 415

Gmelch, Walter H. And Others  
Factorial Dimensions of Faculty Stress.

Pub Date—Apr 84

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Rank (Professional), \*College Faculty, \*Departments, Factor Analysis, Faculty Workload, Higher Education, Individual Characteristics, Intellectual Disciplines, Recognition (Achievement), \*Stress Variables, Teacher Characteristics, \*Tenure, Working Hours. Clusters of faculty stressors were investigated with attention to how clustered stressors are associated with the professional characteristics of intellectual discipline, rank, and tenure. The relationship of the stressors to the key personal characteristics of age, gender, and marital status was also examined. A total of 80 universities, 40 public and 40 private, were sampled, and 1,221 faculty members (67 percent) responded to the survey questionnaire, the Faculty Stress Index (FSI). Factor analysis revealed that a collection of stressful circumstances subdivided into five areas: reward and recognition, time constraints, department influence, professional identity, and student interaction. With regard to professional characteristics of academics, findings indicated that higher stress levels are associated with lower rank, untenured status, and particular disciplinary clusters. Time constraints and professional identity were affected by age and marital status. To relieve some of the stress experienced by younger, nontenured faculty, and particularly female faculty, it is suggested that attention be devoted to the time constraints and professional identity factors. (SW)

ED 245 649 HE 017 416

Maxwell, James P. Corrallo, Salvatore B.

How Do Student College Finances Vary by Student and Institutional Characteristics?

Pub Date—Apr 84

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Tabular data may not reproduce well.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Students, \*Family Income, Financial Support, Grants, Higher Education, \*Institutional Characteristics, \*Student Characteristics, \*Student Financial Aid, Student Loan Programs, Trend Analysis.

The way that college finances vary by student and college characteristics was studied. Attention was directed to the types of institutions and students who benefit from educational assistance programs and the degree these sources of assistance cover the students' educational costs. The data were obtained from the 1982 Cooperative Institutional Research Program Survey of first-time, full-time freshmen, and from the 1982 College Scholarship Institutional Survey. Based on the use of multivariate analysis, findings include the following: there is a rapid decline in average Pell awards both in dollar received and dollar per educational cost from the family with \$10,000 to the median \$25,000 income; receipt of Supplemental Educational Opportunity Grants and state grants show a decline from \$15,000 to the \$25,000 median income; students with family incomes between \$25,000-\$40,000 receive less Guaranteed Student Loans, National Direct Student Loans, and College Work Study assistance than did students with family incomes below \$25,000 but more than students with family incomes exceeding \$40,000; students from higher income families obtain more assistance from summer work; and students receive more aid in college grants and this aid covers more of their educational expenses as institu-

tional costs rise from the \$5,500 median to \$9,000. (SW)

ED 245 650 HE 017 417

Alleman, Elizabeth Newman, Isadore

Interpersonal Perceptions in Mentoring Relationships.

Pub Date—Apr 84

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Employee Attitudes, Higher Education, Individual Characteristics, \*Interpersonal Relationship, \*Interprofessional Relationship, \*Mentors, Modeling (Psychology), Personality Traits, \*Supervisors.

The basis on which mentors select proteges was investigated, using suggestions found in the literature on mentoring. Actual and perceived similarity and contrast within the mentor pairs was examined. Attention was also directed to similarity to an imagined ideal pair opposite and the accuracy of interpersonal perception. Measured characteristics and perceptions of each other were compared for 50 pairs working together in a variety of organizations and functions. Participants described themselves, the pair opposite, and an ideal employee (mentors and nonmentors) or an ideal superior (protege and nonprotege) by marking which adjectives on a list of 300 applied to the persons being described. Results did not support the common assertion that mentors pick proteges like themselves. Mentors and proteges were not similar in measured personality characteristics or background factors. Further, mentors did not perceive greater similarity between themselves and their proteges than nonmentors saw between themselves and their subordinates. However, proteges described their mentors as more similar to an ideal superior and more similar to themselves than did nonproteges. The question of what attracts the mentor to the protege is unanswered, but two possibilities are suggested. (SW)

ED 245 651 HE 017 418

Hearn, James C.

Impacts of Undergraduate Experiences on Educational Aspirations and Plans.

Pub Date—Apr 84

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). This document reports on an analysis of data gathered under the National Institute of Mental Health Grant #MH16026 and NIAAA Grant #AA02863.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Aspiration, Comparative Analysis, \*Educational Attainment, Females, Higher Education, Longitudinal Studies, Males, \*Sex Differences, \*Undergraduate Students.

The educational aspirations and graduate school plans of 404 undergraduates at two universities were studied. Separate analyses were conducted for the 190 males and the 214 females who attended either a large, rural, public institution or a smaller, urban, church-related college. It was found that both men's and women's aspirations rose between the freshman and senior years, although men's aspirations were higher at each time. Causal analysis of these patterns suggests that academic performance, parental supportiveness, and major department context played significant roles in the attainment-related outcomes of graduating college men, beyond the role played by the men's freshman year background characteristics. Among the graduating women, the roles of academic performance and the major department context were less significant than among the males, but the role of parental supportiveness was more significant. It is suggested that the large differences found for men and women argue strongly for greater attention to gender differences in post-college educational attainment processes. A model for the longitudinal study of impacts on undergraduates' educational aspirations and plans is also proposed. (Author/SW)

ED 245 652 HE 017 419

Financial Aids to Illinois Students, 1983-84.

Illinois State Board of Education, Springfield.

Pub Date—Apr 84

Note—183p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reference Materials—Bibliographies (131)—Reference Materials—Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*College Students, Federal Aid, Graduate Students, Higher Education, \*Institutional Characteristics, \*Legislation, Military Personnel, Occupational Information, Private Financial Support, \*Scholarships, State Aid, \*Student Financial Aid, Student Loan Programs, Undergraduate Students, \*Veterans.

Identifiers—\*Illinois.

Information on financial aid is provided for college-bound students in Illinois. Sources of educational assistance for veterans and their dependents are covered, including military service professional scholarships, appointments to the military academies, and educational opportunities through military service. Other financial assistance sources are described, including those authorized by survivors' and dependents' education legislation, as well as financial compensation and pension programs available to children of deceased or disabled veterans. Scholarships and other forms of financial aid available to all students are also described: federal programs, assistance programs for undergraduates only and graduate students only, assistance programs for graduates and undergraduates, and other private and state sources of loans. Sources of information on the Guaranteed Student Loan Programs and State Scholarship Programs are identified by state. The names and addresses of approved schools under the Cold War G.I. Bill are provided, along with the text of Illinois laws concerning scholarships. Information for each school is also presented, including enrollment, tuition, coed status, and dormitory capacity. Groups that provide career information by field are identified and annotations of career education materials are included. (SW)

ED 245 653 HE 017 421

Clark, David And Others

Strength of Coupling in the Organization and Operation of Colleges and Universities.

Pub Date—Apr 83

Note—29p.; Paper presented at the Conference on Research and Thought in Educational Administration (New Brunswick, NJ, April 7-8, 1983). Tables have small print.

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Administration, \*College Environment, Higher Education, \*Interprofessional Relationship, \*Organizational Climate, Organizational Theories.

The question of whether institutions of higher education (IHEs) behave as loosely or tightly coupled systems was investigated. Organizational coupling was defined as the relationship that exists between or among elements (variables) in an organizational system. A taxonomic approach was employed to develop a sample set of indicators of the strength of the relationship between specified organizational elements. Attention was directed to edificial elements of coupling, functional elements, and procedural elements. Coupling was found to have a quantitative dimension (i.e., the simple frequency of an interaction), as well as a qualitative dimension that was part of the textual description of coupling within an organization. Qualitative measures of coupling included reliability, responsiveness, and dependency. It is argued that interactions need to be described in relation to the qualitative criteria before the texture of coupling in an IHE can be portrayed. Illustrative queries on coupling are included that cover data sources and elements relevant to interactions between professors and department chairpersons, budgeting, planning, needs assessment, and program innovation. Recommendations for technical and empirical research on coupling are briefly addressed. (SW)

ED 245 654 HE 017 422

Chia, Rosina C. Bolen, Larry M.

A Comparison of Participants in Two Academic Administration Training Programs.

Pub Date—Aug 83

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrators, \*College Administration, \*Fellowships, Higher Education, Locus of Control, \*Management Development, Participant Characteristics, \*Staff Development  
 Identifiers—\*American Council on Education, \*Harvard University MA

Participants in the American Council on Education (ACE) Fellows program and Harvard University's Institute for Educational Management (IEM) were compared on demographic characteristics, locus of control, and degree of satisfaction with the program. Thirty-two participants from the ACE program and 82 IEM participants were studied. Levenson's Internality, Powerful Others, Chance Scale was administered to participants to measure locus of control. It was found that participants in IEM were older and had been in administration longer. ACE Fellows were younger and more were faculty members. Those who were administrators had less experience in administration compared to the IEM participants. Participants of the two groups were similar in their academic background and shared similar beliefs on the locus of control scales. Both groups were highly satisfied with their individual programs. While externality was associated with higher satisfaction for both groups, the externality was in different domains. In addition, powerful others were more significant for younger ACE Fellows than for older IEM participants. (SW)

ED 245 655 HE 017 423

Corcoran, Mary Clark, Shirley M.

Development of Guidelines for Policy-Relevant Studies of Faculty Vitality through an Institutional Case Study.

Spons Agency—Minnesota Univ., Minneapolis.  
 Pub Date—Mar 83

Note—40p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, College Environment, \*College Faculty, Comparative Analysis, \*Faculty College Relationship, \*Guidelines, Higher Education, \*Job Satisfaction, Organizational Climate, Personnel Policy, Research Needs, Teacher Attitudes, \*Teacher Morale, Teacher Role, Teaching (Occupation), Teaching Conditions, \*Work Attitudes, Work Environment  
 Identifiers—\*University of Minnesota

The issue of faculty vitality and an institutional case study are discussed, along with implications for academic policy. The literature of faculty vitality reveals a situational, contextual dimension that makes defining the concept difficult. It is helpful to view the college as an organization in which faculty members pursue careers as scholars, teachers, and researchers. Aspects of organizational behavior that relate to definitions of vitality include: organizational change, boundaries and boundary maintenance (macro and micro approaches), internal environments, control systems, reward systems, and job satisfaction and morale. At the University of Minnesota, interviews were conducted with samples of faculty members to explore models of faculty vitality and as a basis for the development of comparative data (a representative group, a highly active group, and a delayed promotion group). Information is presented on indicators of vitality for the three faculty groups, faculty work characteristics and values, work behavior, work preferences, satisfaction/dissatisfaction, and appraisals of the institutional environment. Definitions of vitality proposed by six researchers/writers are included in chart form. (SW)

ED 245 656 HE 017 424

Geographic Origins of Students, Fall 1982. Volume I.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—SUNY-OIR-2-84

Pub Date—May 84

Note—634p; For Volume II, see HE 017 425. A map and chronology have small print.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Agricultural Colleges, Community Colleges, \*Enrollment Trends, Foreign Students, Full Time Students, \*Geographic Distribution, Graduate Students, Higher Education, \*In State Students, \*Out of State Students, Part Time Stu-

dents, Place of Residence, School Location, \*State Universities, Undergraduate Students  
 Identifiers—\*State University of New York

Fall 1982 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York are presented. This first of two volumes presents three types of summary information that uses the individual institution (or institutional type) as the unit of analysis. Statistical tables summarize the distribution of all credit course students by load, level, and residency and include various relative distance measures for New York State residents. Information is also provided on: the origins of new (first-time and transfer) undergraduate students; and institutional enrollment by level, load, history, and permanent residence. Summary data on the total State University system as well as on the institutions by type are included. Specifically, the student and institutional data elements include the following: student level (undergraduate/graduate); student load (full-time/part-time); student history (first-time/transfer); permanent residence (for New York State residents, county of residence; for other U.S. residents, state of residence; and for nonresident aliens, country of residence); institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). (SW)

ED 245 657 HE 017 425

Geographic Origins of Students, Fall 1982. Volume II.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—SUNY-OIR-2-84

Pub Date—May 84

Note—514p; For Volume I, see HE 017 424. A map and chronology have small print.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Agricultural Colleges, \*College Credits, Community Colleges, \*Enrollment Trends, Foreign Students, Full Time Students, \*Geographic Distribution, Graduate Students, Higher Education, \*In State Students, \*Out of State Students, Part Time Students, Place of Residence, School Location, \*State Universities, Undergraduate Students

Identifiers—\*State University of New York

Fall 1982 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York are presented. This second of two volumes presents reports that display credit course students by origin or origin grouping. Separate tables are presented for each New York State county. Data are also presented on: the permanent residence of students from outside of New York State reported by standard geographic regions; the percent distribution of all undergraduate and graduate credit course students in terms of institutional totals distributed across the four New York State planning regions, and region totals distributed across institutions; and the percent distribution of all first-time full-time undergraduate credit course students and transfer undergraduate students in terms of institutional totals distributed across the four planning regions. Enrollment trend data from 1959-1982 are provided by individual institution and institutional type regarding the percent of the institution's full-time students who come from the institution's area of location, who come from New York State but outside the area of the institution's location, who come from the United States but outside of New York State, and who come from a foreign country. (SW)

## IR

ED 245 658 IR 011 147

Computer Literacy of California's Sixth and Twelfth Grade Students. California Assessment Program.

California State Dept. of Education, Sacramento.

Pub Date—84

Note—51p; For related document, see ED 237 069.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$1.50).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Computer Assisted Instruction, \*Computer Literacy, Computer Oriented Programs, \*Educational Objectives, Elementary Secondary Education, \*Grade 6, \*Grade 12, Programming, School Surveys, \*Student Attitudes, Use Studies

Identifiers—\*California, Computer Users, Computer Uses in Education

As a baseline measurement of what is being learned about computers in California, a study, originally reported in "Student Achievement in California Schools: 1982-83 Annual Report," investigated the knowledge, attitudes, and experiences of a representative sample of 6th and 12th graders. The survey was developed by experts on computer technology drawn from the public school system, universities, and industry, and included questions based on objectives used with the Department of Defense Dependent Schools, attitude questions, background statements/questions to assess relevant prior knowledge of computers, and demographic questions. The sixth grade survey was given to a sample of students as part of the April 1982 administration of the California Assessment Program Survey of Basic Skills. Findings indicate that most students have had programming experience by the 12th grade and that programming experience was associated with markedly higher test scores. A large majority of students exhibit awareness of routine characteristics and uses of computers. Performance on programming objectives is low, however, and mastery of general knowledge is not much higher. Boys appear to have an advantage over girls in computer knowledge. This report includes 39 tables, 3 figures, and a 16-item reference list. (LMM)

ED 245 659 IR 011 148

Computers and Education. Hearings before the

Subcommittee on Investigations and Oversight

of the Committee on Science and Technology.

U.S. House of Representatives, Ninety-Eighth

Congress, First Session (September 28, 29,

1983).

Congress of the U.S., Washington, D.C. House

Committee on Science and Technology.

Pub Date—Sep 83

Note—620p.

Pub Type—Information Analyses (070)—Legal/

Legislative/Regulatory Materials (090)—Opinion

Papers (120)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Literacy, \*Computer Oriented Programs, \*Computers, \*Computer Science Education, Educational Change, Elementary Secondary Education, Hearings, Higher Education, \*Policy Formation, Public Policy, \*Technology Transfer

Identifiers—\*Computer Uses in Education, Congress 98th

This report considers the current and future impact of technology on schools, solutions to existing problems, and major policy questions concerning computer technology's role in education. Experiences of several universities in integrating computers into their programs are reviewed, as well as those of states and local school districts in developing computer based instruction. Statements and testimony are included from the following individuals: (1) T. H. Bell, U.S. Secretary of Education; (2) Edward Knapp, National Science Foundation; (3) Joe B. Wyatt, Vanderbilt University; (4) Robert P. Taylor, Columbia University; (5) Ludwig Braun, New York Institute of Technology; (6) Maurice Glickman, Brown University; (7) Bernard P. Sagik, Drexel University; (8) James W. Johnson, University of Iowa; (9) Edmund G. Brown, Jr., National Commission on Industrial Innovation; (10) Sharon P. Robinson, National Education Association; (11) Joan Parent, National School Boards Association; (12) Ronald E. Anderson, Minnesota Center for Social Research; (13) David M. Moore, Memphis City Schools; (14) Patricia Sturdivant, Houston Independent School District; (15) Kyko R. Jhin, Washington, District of Columbia, Public Schools; (16) Jack Gordon, Florida General Assembly, and (17) Curman Gaines, Assistant Commissioner of Education, Minnesota. An appendix includes questions and answers submitted for the record. (LMM)

ED 245 660

IR 011 149

Murphy, Paul

The Lesotho Distance Teaching Centre: Five Years' Learning. IEC Broadsheets on Distance

**Learning No. 16.**

International Extension Coll., Cambridge (England).

Report No.—ISBN-0-903632-19-5

Pub Date—81

Note—83p.

Available from—International Extension College, 18 Brooklands Ave., Cambridge, CB2 2HN, England (4 British pounds per copy).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Correspondence Schools, Costs, \*Developing Nations, \*Distance Education, Extension Education, Foreign Countries, \*National Programs, \*Nontraditional Education, Organization, \*Program Development, Rural Education, Secondary Education

Identifiers—Lesotho  
This report describes the activities of the first 5 years of the Lesotho Distance Teaching Center, which uses distance teaching methods to bring education to more people in Lesotho. Also described are the Center's internal organization, its relationship to other organizations in Lesotho, its costs, and some evaluation findings. Background information includes descriptions of Lesotho, its educational system, formation of the center, and some of its initial development problems. Ways individuals are helped by the center are discussed, including work with private examination candidates, rural people, other organizations using distance teaching methods, and young people needing to develop literacy and numeracy skills. Management topics addressed include the design, distribution, organization, and evaluation of learning materials; and how the center has coped with such problems as shortage of qualified staff, lack of training opportunities within the country, limited resources, and various staff divisions (expatriate/local, senior/junior). Financial matters discussed include government support, income, costs, and donors. A final chapter looks at the benefits of a distance teaching unit and offers advice on establishing such a unit. List of donors and of Lesotho Distance Teaching Center publications and research reports (up to December 1979) are included. (LMM)

**ED 245 661**

IR 011 151

Proceedings: International Technical Communication Conference (31st, Seattle, Washington, April 29-May 2, 1984).

Society for Technical Communication, Washington, D.C.

Report No.—ISBN-0-914548-46-8; STC-121-84

Pub Date—May 84

Note—589p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—\*Automation, \*Communications, Computer Oriented Programs, Computer Software, Databases, Management Development, On-line Systems, \*Professional Development, \*Technical Writing, \*Technological Advancement, \*Technology Transfer, Visual Aids, Word Processing

Identifiers—\*Technical Communication

Conference papers and descriptions of panels, workshops, and poster sessions are separated by topic into five "stems." The first stem, Advanced Technology Applications, contains papers covering advanced technology training, evaluation and applications of word processing equipment, publication databases, electronic and online documentation, and documentation systems. The Management and Professional Development stem includes papers concerned with such issues as hiring and appraising writers, audience feedback and analysis, and managing resources. The Research, Education and Training stem addresses recent technical communication research, technical communication education, and the future of research and education in technical communication. Under the Visual Communication stem, the 18 sessions represented offer different perspectives on topics ranging from digitized typography to video programs; these papers describe both new technology and new approaches to established visual communication techniques. The Writing and Editing stem includes descriptions of 204 sessions addressing the problem and promise of automation in technical communications: and discussing product design, task analysis, graphics techniques in text, document testing, online documentation, technical writing styles, online editing, a systematic ap-

proach to copy writing, and documenting poorly designed systems. Author and subject indexes are provided. (LMM)

**ED 245 662**

IR 011 152

SPACES. A Teacher's Guide.

Alcoa Foundation, Pittsburgh, Pa.; Greater Washington Educational Telecommunications Association, Inc., Arlington, Va.

Spons Agency—Alcoa Foundation, Pittsburgh, Pa.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 83

Contract—300-81-0309

Note—83p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 065-000-00184-5, \$4.25). Videotapes of the 6 half-hour programs are available from Great Plains National Instructional Television Library, P.O. Box 80669, Lincoln, NE 68501.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Career Awareness, Class Activities, \*Educational Television, Information Sources, Intermediate Grades, \*Learning Activities, \*Minority Groups, \*Sciences, \*Technology

Identifiers—\*SPACES

A variety of in-class assignments are included in this guide designed to accompany SPACES, a series of six, half-hour television programs designed to introduce students in the fourth through eighth grades to people and careers in science and technology. Targeted toward Black, Hispanic, Asian, and Native American minority children, the series demonstrates how science and technology are inextricably tied to everyday life. Each individual chapter corresponds to a program in the series: Space, the Body, Computers, Ecology, Energy, and Communications. Each chapter contains the program objectives, a program synopsis, pre- and post-viewing activities for students, subject background information for teachers, and a resource list of books and visual aids. Student viewing sheets, student activity sheets, and teacher directions for activities for each program are appended. (LMM)

**ED 245 663**

IR 011 153

User Centered System Design. Part II: Collected Papers from the UCSD HMI Project.

California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-8402; ONR-8402

Pub Date—Mar 84

Contract—N00014-79-C-0323

Note—103p.; The papers included in this collection were prepared for several different conferences, including the Annual Conference on Software Engineering (7th, Florida, March 1984) and the IFIP Conference on Human Computer Interaction (1st, London, September 1984). For related document, see ED 238 416.

Pub Type—Information Analyses (070) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Artificial Intelligence, Computer Oriented Programs, \*Computers, \*Computer Software, \*Design Requirements, Evaluation Methods, \*Human Factors Engineering, Information Retrieval, \*Interaction, \*Man Machine Systems, Production Techniques, Research Methodology

Identifiers—Computer Users, Expert Systems, Interactive Systems

This report is a collection of 11 recent papers by the Human-Machine Interaction Group at the University of California, San Diego. The following papers are included: (1) "Stages and Levels in Human-Machine Interaction," Donald A. Norman; (2) "The Nature of Expertise in UNIX," Stephen W. Draper; (3) "Users in the Real World," David Owen; (4) "Constructive Interaction: A Method for Studying User-Computer-User Interaction," Claire O'Malley, Stephen W. Draper, and Mary S. Riley; (5) "Formalizing Task Descriptions for Command Specification and Documentation," Paul Smolensky, Melissa L. Monty, and Eileen Conway; (6) "Problems in Evaluation of Human-Computer Interfaces: A Case Study," Liam J. Bannon and Claire O'Malley; (7) "Planning Nets: A Framework for Analyzing User-Computer Interactions," Mary S.

Riley and Claire O'Malley; (8) "Activity Scripts," Allen Cypher; (9) "DESCRIBE: Environments for Specifying Commands and Retrieving Information by Elaboration," Steven L. Greenspan and Paul Smolensky; (10) "Caveats on the Use of Expert Systems," Liam J. Bannon; and (11) "Software Engineering for User Interfaces," Stephen W. Draper and Donald A. Norman. Each paper includes an abstract and a reference list. (LMM)

**ED 245 664**

IR 011 154

Skiles, Stephen C.

Predicting Student Performance in a Computer-Assisted Instruction Communication Center Operator Course in the Marine Corps.

Pub Date—Apr 84

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Computer Assisted Instruction, Individualized Instruction, \*Mastery Learning, Mastery Tests, Military Personnel, \*Military Training, \*Time Factors (Learning), \*Vocational Aptitude

Identifiers—Learner Control, Marine Corps, \*TIC-CIT Computer System

This study investigated the utility of aptitude and learning rates for initial study units as predictors of time-to-mastery in an individualized, mastery-based course taught largely by TICCIT (Time-Shared, Interactive, Computer-Controlled Information Television) computer assisted instruction. A TICCIT student station includes a color television, a keyboard with specialized learner-control keys, and a light pen. Emphasis is on learner control over the instructional process. Subjects were 102 marines who graduated from the Communication Center Operator Course, which is designed to train students to work in communications centers throughout the Marine Corps. The Armed Services Vocational Aptitude Battery was utilized as an aptitude measure. Aptitude alone proved to be a weak predictor, accounting for only 12% of the variance in total time-to-mastery. By using both aptitude and initial unit learning times, 40% of the variance was explained. Results suggest that learning times over initial units may prove more useful than pre-course measures of aptitude in the prediction of time-to-mastery in individualized instruction. (Author/LMM)

**ED 245 665**

IR 011 155

Helm, Virginia M.

Copyright and the Assurance of Quality Courseware.

Pub Date—22 Feb 84

Note—23p.; Paper presented at the National Conference on Communications Technology in Education and Training (6th, Washington, DC, February 22, 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Compliance (Legal), Computer Assisted Instruction, Computer Managed Instruction, \*Copyrights, \*Courseware, Elementary Secondary Education, \*Instructional Materials, \*Legal Responsibility, Marketing, Publishing Industry

Identifiers—\*Computer Piracy

Issues related to the illegal copying or piracy of educational software in the schools and its potential effect on quality software availability are discussed. Copyright violation is examined as a reason some software producers may be abandoning the school software market. An explanation of what the copyright allows and prohibits in terms of computer software is followed by a list of five legal principles for assessing legality of software use. The remainder of the paper addresses questions of whether controlling piracy would automatically improve software quality; whether the home market will really be sufficiently more lucrative than the educational market to cause software producers to abandon the school market; whether illegal copying is really widespread in the schools; and whether piracy alone is a major cause of poor software. Also examined are the current quality and perceptions of quality of educational software, why so much copyright violation exists, and what can be done to assure quality courseware for the schools. (LMM)



**ED 245 666** IR 011 156

MicroSIFT Courseware Evaluations (199-222).  
Set 10, Including Subject and Title Indexes  
Covering Sets 1-10.

Northwest Regional Educational Lab., Portland,  
Oreg.

Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—84

Note—45p.; For Courseware Evaluations 1-198  
(sets 1-9), see ED 226 765, ED 234 772, and ED  
239 606.

Pub Type—Reports - Evaluative (142) — Reference  
Materials - Directories/Catalogs (132) — Information  
Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Computer Assisted Instruction,  
\*Computer Software, \*Course Evaluation, Evaluation  
Criteria, \*Microcomputers

Identifiers—Courseware Evaluation, MicroSIFT,  
Resources in Computer Education, Software  
Evaluation, \*Software Reviews

This document consists of 24 microcomputer software package evaluations prepared by the MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Educational Laboratory. Each software review lists source, cost, ability level, subject, topic, medium of transfer, required hardware, required software, instructional purpose, instructional techniques, documentation available, instructional objectives (stated), instructional prerequisites (inferred), content and structure, estimated student time required, potential uses, major strengths, and major weaknesses. An evaluation summary rates packages on 21 criteria. The titles of the software packages evaluated are as follows: The Antonym Game; Arthropod; Biology: Energy and Life; Chambers of Vocab; Compu-Math: Fractions; Decimals; Division Skills; Electronic Blackboard Series: Function Plotter and Trigonometry; The Electronic Study Guide: Equations and Inequalities; Exponential and Logarithmic Functions; Functions; and Fundamental Concepts of Algebra; and Polynomial Functions, Rational Functions, and Conic Sections; Graphing Equations; Mathwiz; The Money Manager; Punctuation Skills (Commas; and End Marks, Semicolon and Colon); Rainbow Graphics; Spelling Wiz; Subtracting Mixed Fractions; Vocabulary I, Plurals, Sentences/Tell Me; and Word Radar. Cumulative subject and title indexes to the first 10 sets of evaluations are attached. (LMM)

**ED 245 667** IR 011 158

Computer Contribution Act of 1983. Hearing before the Subcommittee on Select Revenue Measures of the Committee on Ways and Means. House of Representatives, Ninety-Eighth Congress, First Session, on H.R. 701 (San Francisco, California).

Congress of the U.S., Washington, DC. House Committee on Ways and Means.

Pub Date—11 Nov 83

Note—119p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Computers, \*Donors, Elementary Secondary Education, Hearings, \*Legislation, \*National Programs, \*Private Financial Support, School Business Relationship, State Programs, \*Tax Deductions

Identifiers—California, Computer Uses in Education, Congress 98th, United States

This hearing on legislation designed to encourage contributions of computers and computer equipment to elementary and secondary schools emphasizes California's experience with a state-level program. Testimony is included from the following witnesses: Kay Pacheco, Alameda County Office of Education; Michael D. Rashkin, Apple Computer, Inc.; Barbara Bowen, Apple Education Foundation; David Bossen, Measurex Corp. on behalf of the American Electronics Association; Edmund G. Brown, Jr., National Commission on Industrial Innovation; Fern Burch, on behalf of Glenn T. Seaborg, Lawrence Hall of Science, University of California, Berkeley; Michael D. Schuetz, California Federation of Teachers, Committee on Computer Technology and Education; Del A. Weber, California Teachers Association; Bobby Goodson and LeRoy Finkel, Computer-Using Educators, Inc.; Alwine Fenton and Young Kim, Eden Gardens Elementary School, Hayward, California; Louis J.

Goins, Baden High School, South San Francisco; Gary Gubitz, Hewlett-Packard Co.; Thomas Heineman, Livermore Valley Joint Unified School District; Lillian Heller, Kaypro Corp.; Emery Rogers Hewlett-Packard Foundation, National Grants Review Board; Joan Targ, Interactive Sciences, Inc.; and Chris Thacker, Jordan Middle School, Palo Alto, California. Statements are included from Donald Devine, Association of Data Processing Services Organizations; Sala Burton, California Congressional Representative; and Tandy Corporation/Radio Shack. (LMM)

**ED 245 668** IR 011 159

Telecommunications and the Schools. A Report to the Corporation for Public Broadcasting.

Designs for Education, Concord, MA.  
Spons Agency—Corporation for Public Broadcasting, Washington, DC.

Report No.—ISBN-0-89776-087-5

Pub Date—83

Contract—5472/7054

Note—152p.

Available from—Corporation for Public Broadcasting, 1111 Sixteenth Street NW, Washington, DC 20036 (\$5.00 per copy).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Computers, Curriculum, \*Educational Radio, \*Educational Television, Futures (of Society), Institutional Characteristics, Interviews, Media Research, Public Television, \*School Role, Teachers, Technological Advancement, \*Technology Transfer

Identifiers—\*Computer Uses in Education

This study assesses problems and possibilities associated with production and use of radio, television, computers, and various other technological delivery systems for instruction, and evaluates those already in place. Sources for data included commissioned papers; structured interviews with users, producers, and shapers of instructional telecommunications, as well as with educational leaders and opinion makers; a panel of experts convened to respond to both the papers and the interview reports and questions; and the knowledge and expertise of Designs for Education staff. Following a study overview, findings are presented in detail, organized around seven major themes: school and society, the school as an institution, technology and the school, curriculum, learning and technology, teachers and teaching, and resources and inter-institutional relations. A brief discussion of the findings and conclusions are provided. Finally, study conclusions are examined from a more global perspective, using the interpretations and reflections of the Designs for Education management team, in order to provide a more cohesive view of the disparate issues and themes. Discussion includes a look at the context of current schooling, predictions about the future, and speculation on the promise of telecommunications in education. Appendices include summaries of selected background and position papers, a summary report of the interviews conducted, an outline of the concerns of the analysis panel, and background information on the research team. (LMM)

**ED 245 669** IR 011 160

Whiting, John.  
The Nature of Computer Assisted Learning.

Pub Date—Apr 84

Note—15p.; Paper presented at the Educational Technology International Conference (ETIC84) (Bradford, England, April 9-12, 1984). Best copy available.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, \*Courseware, \*Design Requirements, Feedback, \*Formative Evaluation, Information Dissemination, Information Storage, Instructional Materials, Media Research, \*Media Selection

Identifiers—\*Computer Uses in Education, Instructional Effectiveness

Computer assisted learning (CAL) is an old technology which has generated much new interest. Computers can: reduce data to a directly comprehensible form; reduce administration; communicate worldwide and exchange, store, and retrieve data; and teach. The computer's limitation is in its dependence on the user's ability and perceptive nature.

Teachers can either ignore CAL and computing or become involved with them. CAL is appropriate: when it is difficult or impossible to teach the use of a topic in another way; in remedial tutoring; and in replacing practical experiments with simulations. Using computers to find information, manage instruction, and for electronic mail and networking can also assist learning. CAL should make maximum use of color, sound, and movement; be visually and intellectually stimulating; involve the user; and supply plenty of criticism, help, and advice. Because information is presently lacking concerning the instructional effectiveness of good CAL, formative evaluation should be emphasized and results of such assessments should be publicized through educational journals and conferences. (LMM)

**ED 245 670** IR 011 162

Reese, Carol Marsen, Louise.  
Media Specialists Evaluation System.

Brookdale Community Coll., Lincroft, N.J.

Pub Date—Dec 83

Note—7p.; For related document, see ED 216 712.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, \*Evaluation Criteria, \*Evaluation Methods, Higher Education, Interprofessional Relationship, \*Job Performance, Learning Resources Centers, \*Media Specialists, Peer Evaluation, \*Personnel Evaluation, Questionnaires, Supervisors

Intended to provide a comprehensive system for the evaluation of a media specialist's total job performance, this three-part evaluation form is based on the St. Louis Community College's Faculty Evaluation System: Instructional Resources Faculty, August 1981. Designed for peer evaluation of media specialists, the first form includes a rating scale of five performance indicators and questions on which to focus when considering job performance. The second form allows for supervisory evaluation of media specialists through a 17-item rating scale. Finally, a team faculty evaluation form provides a seven-item scale. The forms cover such performance items as skills in communication, assisting others in the location of resource materials, development of materials, and teaching, as well as degree of cooperation, responsibility, subject knowledge, and consideration of fellow workers. (LMM)

**ED 245 671** IR 011 163

Olson, John K.  
Microcomputers and the Classroom Order.

Pub Date—Apr 84

Note—35p.; Paper presented at the Annual Meeting of the American Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, \*Class Organization, \*Classroom Environment, \*Computer Assisted Instruction, Educational Innovation, Factor Analysis, Interviews, \*Microcomputers, Pilot Projects, \*Research Methodology, \*Teacher Attitudes, Teacher Role, Teaching Styles, Technology Transfer

Identifiers—Computer Uses in Education

A preliminary case study used repertory grid and stimulated recall techniques to examine how teachers make sense of the impact of microcomputers on their work. Emphasis was on how teachers construe their classroom influence in relation to the actual use of microcomputers and to idealizations of their use. A version of the Kelly (1955) repgrid was used with two teachers who, in interviews, completed a projective-type test using their own constructions. Constructs were elicited by having teachers group 30 microcomputer situations and evaluate each situation in relation to each construct. Five constructs were provided and approximately five elicited to obtain a grid which was analyzed as a basis for developing a follow-up interview protocol. This report includes a review of related literature, a description of the general research methodology and specific strategies, examples of data collected from one teacher, a description of data analysis techniques, and preliminary results. Figures and tables include a list of events used as elements in construct elicitation, an example of a completed grid, an interview protocol, and a transcript of a conversation with a teacher regarding the situations. Examples illustrate the kind of data that emerge from the interview protocols based on grid analysis. Seventeen references are listed. (LMM)

## ED 245 672 IR 011 164

**Potential of Television in Educating Children.**  
Joint Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce and the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.  
Pub Date—5 Oct 83

Note—109p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Children's Television, \*Educational Television, Government Role, Hearings, Legislation, \*Mass Media Effects, \*Programming (Broadcast), Television Research, \*Television Viewing Identifiers—\*Congress 98th

Testimony presented at this hearing focuses on ways in which television can have a positive impact on children's education, what is known about the impacts of television programming on children, and what Congress can do to promote television's positive educational values. Witnesses include the following: John D. Abel, senior vice president, research and planning, National Association of Broadcasters; Grace Baisinger, National Parent Teacher Association; William F. Baker, president, Television Group W, Westinghouse Broadcasting and Cable, Inc.; Edwin Cohen, executive director, Agency for Instructional Television, and chairman of the board, Joint Council on Educational Telecommunications; Gerald Lesser, Graduate School of Education, Harvard University; Lloyd N. Morisset, president, John and Mary R. Markle Foundation and chairman, board of trustees, Children's Television Workshop; Edward J. Pfister, president, Corporation for Public Broadcasting; Sharon Robinson, director, instruction and professional development, National Education Association; Eli A. Rubinstein, School of Journalism, University of North Carolina; and William S. Singer, president, Prime Time School Television. Also included is material submitted for the record by the Bank Street College of Education and Reading Rainbow, and a report from the National Association of Broadcasters on the amount of children's instructional programming aired during the 1973-74 and 1977-78 television season. (LMM)

## ED 245 673 IR 011 165

**Australia's Domestic Communication Satellite and Education: Has Education Missed the Boat?**

Pub Date—31 Mar 84

Note—10p.; Paper presented at the Australian Film and Television School Seminar (Sydney, Australia, March 31, 1984).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communications Satellites, Delivery Systems, \*Distance Education, \*Educational Planning, \*Educational Television, Foreign Countries, Instructional Innovation, Needs Assessment, Policy Formation, \*Programming (Broadcast)

Identifiers—\*Australia

Educators have been criticized for being unable to develop any firm plans for the use of Australia's Domestic Communications Satellite (AUSAT). However, conferences, talks, and papers have resulted in some significant achievements. First, it is now possible to raise issues of communications and telecommunications planning at the very highest administrative levels in many state or territory departments of education; second, the glamor and publicity surrounding AUSAT has led to a re-examination of educational telecommunications in general; and third, AUSAT's recent price structure announcement made specific reference to educational users. It now remains for (1) educational planners to realize that they have been encouraged to use AUSAT; (2) the infrastructure which will result from recent government decisions on access to AUSAT to be carefully examined; (3) negotiation to be pursued with potential Radiated Subscription Television Services for use of their facility to distribute educational and other non-commercial programming, if such a service is launched; and (4)

funding of communication planning studies in the educational and non-profit sectors to be made a priority. AUSAT's most important benefit might be in encouraging planners to examine their present and future communication system needs rationally. (LMM)

## ED 245 674 IR 011 166

**Sarapin, Marvin I. Post, Paul E. Computer Literacy for Teachers.**

Pub Date—28 Mar 84

Note—15p.; Paper presented at the International Conference of the American Industrial Arts Association (Columbus, OH, March 28, 1984). Due to the use of colored paper, document may not reproduce well.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Literacy, Computer Oriented Programs, \*Computers, \*Computer Software, Higher Education, \*Industrial Education, Instructional Materials, \*Technical Education, Universities

Identifiers—\*Computer Uses in Education, Purdue University IN

Basic concepts of computer literacy are discussed as they relate to industrial arts/technology education. Computer hardware development is briefly examined, and major software categories are defined, including database management, computer graphics, spreadsheet programs, telecommunications and networking, word processing, and computer assisted and managed instruction. A list of applications is offered to identify the potential for incorporating the microcomputer in industrial arts/technology education. Examples suggest ways to use computers to account, budget, compute, communicate, control, design, file, grade, instruct, promote, purchase, problem solve, record, report, research, and test. Also provided is a list of the titles of the commercial microcomputer software for the Apple II compatible computer that is being used to implement microcomputer use in the Department of Industrial Technology at Purdue University, and Purdue's Technology Education Software Bank is described. Five references are listed. (LMM)

## ED 245 675 IR 011 167

**Winer, Jane L. Strauss, Monty J. Computer Science Literacy Training for Educators: A Case Study.**

Pub Date—19 Mar 84

Note—25p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Computer Literacy, Educational Environment, Higher Education, Individual Differences, \*Microcomputers, Models, \*Personality Traits, Teacher Attitudes, \*Teacher Characteristics, \*Teacher Education

Identifiers—Person Environment Congruence (Holland)

Performance aspects of three samples (N=58) of students enrolled in computer science literacy courses for educators were studied. The person-environment congruence concept of Holland's model of vocational behavior was used to predict class performance. The model uses a classification system which arranges six vocational types in a hexagonal configuration of invariant order (realistic, investigative, artistic, social, enterprising, and conventional) and uses the relative proximity of types on the hexagon to determine the degree of congruence between a person and an environment. It was predicted, for example, that educators of the investigative type would experience more satisfaction in the course than would those of the social type. The virtual absence of individuals of the investigative type in the courses precluded a direct test of the prediction. However, correlational relationships among relevant variables were pursued. Course attendance data provided some support for the satisfaction prediction. Course grades were not differentiated by Holland type, a finding which was attributed to the predominance of Social types in the samples, and the seemingly successful efforts of the professors to tailor the courses to the non-investigative characteristics of the students. Nine references are listed. (Author/LMM)

## ED 245 676 IR 050 733

**King, Donald W. Effects of Federal and Non-Federal Relationships on the Value of Information and Information Services and Products. (Public Sector/Private Sector Information Problems and Solutions).**

Pub Date—[Mar 83]

Note—11p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, \*Cost Effectiveness, \*Federal Government, \*Financial Support, \*Government Publications, \*Information Dissemination, \*Publishing Industry

Identifiers—Scientific and Technical Information, \*Value Added

The nation achieves a return on the federal government's investment in research and development in essentially two ways: first by the direct outcome of the R&D efforts, and second by further use of the information derived from these efforts. The value of information is enhanced by its use, and the value of information services and products developed for dissemination purposes is achieved by making possible further use of the information. Non-federal organizations play a significant role in disseminating scientific and technical information generated under federal funding through books, journal articles, technical reports, oral presentations, and filings for patents. The federal government controls and manages most of the processing of technical reports and secondary information processes and services through clearinghouses and information analysis centers, many of which operate in the non-federal sector under federal contracts or grants. Alternative federal and non-federal relationships should be considered from the standpoint of their effect on factors that influence the extent to which information is disseminated, including price, quality of information content, efficiency of delivery service, and awareness of its availability. (DMC)

## ED 245 677 IR 050 748

**Hepfer, William. Administration in Community College Libraries.**

Pub Date—[Nov 82]

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Libraries, \*Learning Resources Centers, \*Library Administration, \*Library Research, Library Role, Library Services, Library Standards, Library Surveys, Program Effectiveness, \*Two Year Colleges

This review of issues facing administrators of community college libraries and learning resources centers focuses on four main areas: (1) organization of services; (2) maximizing library effectiveness; (3) administrative qualifications; and (4) standards for community college libraries. It begins by arguing that, since a library reflects the goals and objectives of the institution it serves, a library serving a community college has to provide a wider range of learning resources than a library at a traditional four-year college or university. This is because the community college seeks to provide not only a comprehensive curriculum of transferable academic programs, but also remedial programs, continuing education, guidance and counseling, vocational/technical training, and community service. Results of library research indicate that: the organization and scope of services in a community college library vary significantly from one institution to another, depending largely on the priorities and resources of each institution; a good working relationship with the faculty is the most effective way of increasing library use; most directors had a library science background according to a nationwide survey conducted in 1972, but some professionals suggest this is not necessary; and a revised "Guidelines for Two-Year Learning Resources Programs" published in 1982 has not met with total agreement, but the review process provided an opportunity for reaffirmation of the basic tenets of community college librarianship by a large number of the professionals involved. (DMC)

## ED 245 678 IR 050 749

**Naylor, Ronald P., Comp. And Others. Academic Library Development Program. Report of the Self-Study.**

Miami Univ., Coral Gables, FL. Otto G. Richter Library.

Spons Agency—Association of Research Libraries, Washington, D. C. Office of Univ. Library Man-

## agement Studies.

Pub Date—Jan 83

Note—240p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Academic Libraries, Higher Education, \*Library Administration, Library Facilities, Library Personnel, \*Library Planning, \*Library Research, Library Services, Library Surveys, Library Technical Processes, Operations Research, Questionnaires, \*Self Evaluation (Groups), Use Studies

Identifiers—Association of Research Libraries, University of Miami FL

This report is the result of a self-study undertaken by the staff of the University of Miami's Otto G. Richter Library as part of the Academic Library Development Program (ALDP), a management self-study program developed by the Association of Research Libraries' Office of University Library Management Studies. The basic responsibility for the study rested with a seven member study team assisted by four task forces. The study focused on Library operations in four broad areas: administrative structure and communication; technical processing; public service patterns; and physical facilities. The study team used the operating manual provided for ALDP participants but adapted the format to reflect local conditions. A needs assessment was also conducted using ALDP's image survey questionnaire. The final report contains the reports of both the study team and the task forces. The study team reports include a summary of major issues; a historical review; a needs assessment summary; an environmental analysis; and the goals and objectives. The task forces reported on services and collections; management systems; human resources; and technology and facilities. Detailed space utilization plans are also provided. The six appendices include the library user survey form, an analysis of the distribution of the survey respondents, a revised survey form, two personnel activity forms, and a copy of the American Library Association Standards for College Libraries. (DMC)

ED 245 679

IR 050 750

Stark, Marie Charlotte

Development of Records Management and Archives Services within United Nations Agencies: A RAMP Study with Guidelines.

Spons Agency—United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/26

Pub Date—83

Note—223p.

Pub Type—Guides - General (050) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, \*Archives, \*Guidelines, Information Storage, International Organizations, Questionnaires, \*Recordkeeping, \*Records (Forms), \*Special Libraries

Identifiers—\*Records Management, \*United Nations

This study is intended primarily to assist administrative officials and those responsible for administrative and management services in United Nations agencies, as well as similar officials in other international and regional organizations, both governmental and non-governmental, in the establishment and development of modern records management and archival systems and services that will help meet the particular record and information needs of their institutions, while at the same time providing essential services on a sound professional basis. The study is based largely on responses to a questionnaire which was sent in 1981 to 32 United Nations agencies to gain better insight into their organizational status, procedures, and problems. The report is divided into six chapters: (1) Introduction; (2) General Requirements for an Effective Records Management and Archives Program; (3) Managing the Life Cycle of Records and Archives; (4) Control, Appraisal and Disposal of Records; (5) Administration of Modern Archives; and (6) Guidelines. The current situation is described, problems and alternative solutions are discussed, and a number of specific conclusions are made for each topic addressed in chapters 2-5. The guidelines in the final chapter summarize the conclusions under each of the foregoing topics. The six appendices and five figures include examples of directives and forms used in various agencies. A three-page bibliography and an index are also included. (DMC)

cluded. (DMC)

ED 245 680

IR 050 752

Wallace, Danny P. And Others

Illinois Library Statistical Report No. 13.

Illinois Univ., Urbana. Library Research Center.

Spons Agency—Illinois State Library, Springfield.

Pub Date—May 84

Note—63p.; Portions may be marginally legible.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Librarians, \*Library Expenditures, \*Library Personnel, \*Library Research, Library Surveys, \*Public Libraries, Questionnaires, \*Salaries, Salary Wage Differentials, \*Special Libraries, Statistical Analysis

Identifiers—\*Illinois

The main article in this issue is a report on "Salaries and Expenditures of Illinois Special Libraries, 1983," based on 366 usable responses to a mail questionnaire. Data on 14 variables (including 4 aspects of salaries) are cross-analyzed by 6 factors: geographical area, person to whom head librarian reports, sex of head librarian, size of primary clientele, medical/nonmedical library, and for-profit/not-for-profit status of organization. The results of the study indicate that expenditures and head librarians' salaries are: (1) greater for libraries in the Chicago area than for libraries elsewhere in the state; (2) greater for libraries serving larger clienteles than for those serving smaller clienteles; (3) greater for nonmedical libraries than for medical libraries; (4) greater for libraries serving profit-seeking organizations than for those in not-for-profit organizations; and (5) greater for libraries with male head librarians than for libraries with female head librarians. Additionally, older head librarians earn greater salaries than younger head librarians. Other shorter articles deal with the turnover of head librarians in Illinois public libraries in 1982/83, the hours of opening of Illinois public libraries in October 1982, and effort vs. ability to pay for local public library service in Illinois. (Author/DMC)

ED 245 681

IR 050 753

Microcomputers in ARL Libraries. SPEC Kit 104. Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—May 84

Note—107p.

Available from—Association of Research Libraries, Office of Management Studies, SPEC Center, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$15.00 per copy prepaid).

Pub Type—Collected Works - General (020) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Equipment Utilization, Higher Education, \*Library Administration, \*Library Automation, Library Equipment, Library Surveys, Methods, \*Microcomputers, Policy Formation, Position Papers, Research Libraries, \*Use Studies, Word Processing

Identifiers—\*Association of Research Libraries

This document, the 10th in a series distributed annually to provide a central source of timely information and materials on the management and operations of large academic and research libraries, presents the results of a 1984 Systems and Procedures Exchange Center (SPEC) survey of microcomputer use in the Association of Research Libraries (ARL) member libraries and related unedited primary source documents. Whereas a 1982 survey found that less than half the respondents were using micros, in the current survey, 69 of the 85 respondents (81%) report microcomputer applications. The survey indicates that while interest in technical aspects of microcomputers has not abated, some management issues have surfaced, e.g., training staff to use micros; developing policies and practices for their use; and overseeing their selection, deployment, and maintenance. In addition to the results of the SPEC survey, this kit contains six planning and specifications documents, four examples of policies and procedures, and five samples of training and personnel materials. Eight of these documents emphasize the use of microcomputers for word processing applications. (DMC)

ED 245 682

IR 050 754

Kathpalia, Y. P.

A Model Curriculum for the Training of Specialists

In Document Preservation and Restoration: A RAMP Study with Guidelines.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/2

Pub Date—84

Note—32p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Archives, \*Curriculum Development, Curriculum Guides, \*Developing Nations, \*Documentation, Experiments, Guidelines, Information Centers, Information Scientists, \*Libraries, Paraprofessional Personnel, \*Preservation, Professional Continuing Education, Standards, Technical Assistance, Training Methods

This study, prepared for UNESCO under its Records and Archives Management Programme (RAMP) in cooperation with the International Council on Archives (ICA), proposes a model curriculum in preservation and restoration of documents for archival agencies in developing countries. It is also intended to promote harmonization of such training with the needs of libraries, documentation, and other information centers. The primary aim of the study is to suggest a training program based upon a curriculum that will provide a scientific approach to both preservation and restoration work with the initial focus on preventive preservation. The curriculum includes activities intended to emphasize self-reliance and the ability to manage, to innovate, and to draw upon the best of other people's experience. The proposed curriculum is two-fold: (1) for specialists, i.e., college graduates who work as supervisors to organize facilities and guide staff where necessary; and (2) for technicians, i.e., non-graduate staff who actually carry out the preservation and restoration work. While different in content emphasis, the curriculum outlined for each group entails 300 hours of training spread over a 12-week period. Appendix A details eight experiments designed to encourage students to work independently which could serve as models for use by training schools. (DMC)

ED 245 683

IR 050 755

Horan, Richard V. Kendrick, Keith S.

President's Private Sector Survey on Cost Control. Management Office Selected Issues, Volume VII: Information Gap in the Federal Government.

Executive Office of the President, Washington, DC. President's Private Sector Survey on Cost Control.

Pub Date—83

Note—347p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Advisory Committees, \*Cost Effectiveness, Efficiency, \*Federal Government, Government Role, \*Information Needs, Information Processing, \*Information Utilization, \*Management Information Systems, Needs Assessment, Policy Formation, Public Administration, Public Agencies, Systems Analysis

Identifiers—\*Presidents Private Sector Survey on Cost Control, Reagan Administration

Established by Executive Order 12369 on June 30, 1982, the President's Private Sector Survey on Cost Control (PPSSCC) carried out its mandate through an executive committee of 161 high-level private sector executives. The committee set up a management office and 36 task forces with 1,300 members. The task forces were co-chaired by members of the executive committee. The PPSSCC was directed to go into the various departments and agencies and look at them as if they were considering a takeover or a merger. The project team found that key information that would be needed to make a decision on such actions was often not available, and when available, was frequently out of date, inaccurate, or incomplete. This information gap, a collapse in the communication or reception of knowledge, causes a lack of data translated into critical information, needed for accurate, timely, and perceptive decision making. Individual task forces made recommendations for the departments they investigated, and an overall program was recom-



mended that would include: an agency-by-agency needs assessment; establishment of data collection standards; adoption of a systems approach to information processing; improved utilization of existing data; and implementation of a structure to facilitate the information management process. This preliminary report includes an executive summary, issue and recommendation summaries, and a summary list of recommendations and savings. A compendium of information gaps reported by the task forces and one page summaries of their findings are appended, as well as discussions of several selected issues. (DMC)

## ED 245 684

IR 050 756

*Diehl, Carol. And Others*  
**A Response to Reports Seeking School Excellence from a School Library Media Perspective.**  
Council on Library and Network Development, Madison, WI.

Pub Date—May 84

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Learning Resources Centers, Librarians, \*Library Role, Library Services, \*Media Specialists, Public Education, \*School Libraries

In response to recent state and national reports on the status of public education in the United States, the Council on Library and Network Development (COLAND) of the Wisconsin Department of Public Instruction issues this paper primarily to communicate the vital importance of school library media programs and the professionals who direct them in achieving educational excellence in elementary and secondary schools. School library media programs enable teachers and students to accomplish planned instructional objectives. As school districts address the educational needs of a changing world, the role and contributions of the library media specialist at the building, district, regional, and state levels must not be ignored. COLAND believes that the search for solutions to educational problems must include library media specialists as information specialists in this information era. The effective utilization of library media specialists in schools is a wise investment as schools continue to strive to improve the educational process. After a brief overview of school library media programs and some examples of library media program uses, the paper outlines COLAND's recommendations to Wisconsin legislators, school boards, K-12 school administrators, and parents and other concerned members of the community. (DMC)

## ED 245 685

IR 050 757

**Options for New York City's Branch Libraries. A Report Prepared for the Library Study Committee.**

Spons Agency—New York City Office of the Mayor, N.Y.

Pub Date—83

Note—162p; Photographs may not reproduce clearly.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Branch Libraries, Budgeting, City Government, Comparative Analysis, Financial Support, Library Administration, \*Library Networks, Library Planning, \*Library Research, \*Library Services, Library Standards, Library Surveys, Public Libraries, State Aid, Use Studies  
Identifiers—Brooklyn Public Library NY, New York Public Library, Queensborough Public Library NY

This report of the findings of a year-long policy analysis of New York City's three public branch library systems, carried out by the Nova Institute in cooperation with a study committee composed of city and library officials, opens with a brief historic account of the development of the New York Public Library, the Brooklyn Public Library, and the Queens Borough Public Library systems, followed by a comparative analysis of these libraries with established library standards. The principal purpose of the study was to examine a number of key issues affecting the library systems and their relations with city government. The study included surveys of branch libraries, community boards, and elected officials to obtain a broad range of facts and opinions about library strengths and shortcomings. On the key issues of trade-offs, restructuring, funding and budgeting, and performance, the report recommends: (1) a community-based planning process

that could achieve improved services through branch consolidation rather than mandated closing of branches; (2) a new integrated policy planning function for the three systems; (3) some selected experiments in suburban-level funding and action to improve state aid prospects; and (4) an improved approach to budgeting and performance management. The report concludes with a statement supporting the significance of the library system for the City's future economy. (DMC)

## ED 245 686

IR 050 758

*Cherns, Jack J.*  
**Availability and Use of Official Publications in Libraries.**

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/30

Pub Date—Nov 83

Note—200p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Depository Libraries, Developing Nations, Global Approach, \*Government Publications, International Organizations, Library Acquisition, \*Library Collections, Library Research, \*Library Surveys, Questionnaires, Use Studies

This study, which was carried out with the support of the International Federation of Library Associations (IFLA) and Unesco between February 1981 and June 1982, is believed to be the first of its kind in the field of official publications collections. The report is based on a detailed analysis of the 199 replies received to 363 questionnaires distributed worldwide to various types of libraries, e.g., parliamentary, public, university, administrative, and national libraries. Developing countries are well represented by number in the analyses, and less well, but adequately, in the volume of replies. The results indicate that official publications collections tend to be concentrated in national, academic, and institutional libraries. The conclusions suggest ways in which availability and use of official publications collections might be improved, above all by action to make deposit arrangements more coherent and effective on an international scale. Analyses of the overall data are appended, as well as breakdowns by geographical area and type of library. (DMC)

## ED 245 687

IR 050 759

*Arnold, Stephen E.*  
**Database Searching by Managers.**

Pub Date—Dec 82

Note—7p; Paper presented at the International Online Information Meeting (6th, London, England, December 7-9, 1982).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Administrators, \*Databases, Efficiency, \*Information Retrieval, Information Services, \*Online Systems, \*Technological Advancement

Identifiers—Electronic Mail, \*End Users, Online Search Skills

Managers and executives need the easy and quick access to business and management information that online databases can provide, but many have difficulty articulating their search needs to an intermediary. One possible solution would be to encourage managers and their immediate support staff members to search textual databases directly as they now use timesharing services and numeric data. Information services companies are inventing systems which mesh more easily with existing executive habits, and terminals are appearing more frequently on managers' desks and in their immediate departments. Electronic mail services are beginning to bridge the gap between decision makers and textual data as they provide online access to current awareness services, bulletin boards, bank stock prices, indexes to current financial opinion and analyses of bank performance, morning stock market comments and news briefs, and the full text of trade publications. Challenges posed by these developments include ease of use, customer support, appropriate databases, copyright concerns in reformatting and reuse, time to search, and the role of information specialists in accelerating these trends. Meeting these challenges in a productive way will require innovative thinking, experimentation, and a willingness to take risks. (DMC)

## ED 245 688

IR 050 760

**Depository Librarians' Views on GPO's Administration of the Depository Library Program. Report to the Chairman, Joint Committee on Printing.**

Comptroller General of the U.S., Washington, D.C.  
Report No.—GAO/AFMD-84-50

Pub Date—9 Apr 84

Note—44p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (free).

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cataloging, \*Depository Libraries, \*Federal Programs, \*Government Publications, \*Librarians, Library Collections, Library Services, \*Library Surveys, Questionnaires, Tables (Data)

Identifiers—\*Depository Library Program, \*Government Printing Office

This report summarizes the views of depository librarians on the Government Printing Office's (GPO) depository library program as obtained from a questionnaire administered by the U. S. General Accounting Office. The questionnaire was developed to obtain background information for that office's response to the request of the Chairman of the Joint Committee on Printing on February 10, 1983, for a comprehensive audit of the depository library program as administered by the Superintendent of Documents. The mail-out questionnaire was used to ask the depository libraries questions regarding (1) their library size and type; (2) the current service GPO provides for document distribution; (3) the service the libraries receive on other documents such as maps; (4) GPO's cataloging; and (5) the format of the Monthly Catalog. Of the 1,382 questionnaires mailed, 1,246 (90%) were returned. The report is divided into two sections: Appendix I discusses the librarians' responses to the individual questions, includes tables reflecting these views, and summarizes the librarians' narrative comments; Appendix II provides a copy of the questionnaire showing a tally of the librarians' responses to each question. (DMC)

## ED 245 689

IR 050 761

*Watson, Paula Heim, Kathleen*  
**Federal Documents Use in the Research Library Setting.**

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—84

Grant—3007-D

Note—65p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, Case Studies, Cataloging, \*Depository Libraries, \*Government Publications, Higher Education, Information Retrieval, Library Collections, Library Surveys, Questionnaires, \*Research Libraries, \*Use Studies

Identifiers—Online Catalogs, \*University of Illinois Urbana Champaign

Intended to be a comprehensive analysis of the use of government documents at the University of Illinois at Urbana-Champaign (UIUC), this project was designed in particular to ascertain to what degree provision of full bibliographic control at UIUC facilitates documents use. A point-of-exit questionnaire was used to determine user status, department, how the document to be circulated was identified, and reasons for use. Due to the recent segregation of documents, the study was conducted on a small subset of UIUC's entire documents collection. An additional limitation involved the reliability of personnel administering the questionnaire. Analysis of the 150 usable responses received indicated that the majority of users were undergraduates; Congressional documents accounted for the greatest use; most undergraduate use of documents was related to coursework; and the provision of full bibliographic control for documents at UIUC had an observable impact on the sharing of documents resources. The study provided data for future research on the impact of the introduction of an online public catalog on documents use and patterns of access. A copy of the questionnaire is included in the appendices. (DMC)

## ED 245 690

IR 050 762

Auld, Dennis

## The Future of Database Information Services.

Pub Date—20 Sep 82

Note—12p.; Paper presented at the Conference of the Association of Information and Dissemination Centers (Cambridge, MA, September 20, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Databases, Data Processing, \*Information Networks, \*Information Utilization, Marketing, \*Online Systems, \*Technological Advancement, Teleconferencing, Videotext, Word Processing

Identifiers—\*Database Producers, Electronic Mail, Videotext

Changes affecting the delivery of information over the next 10 years are going to be more numerous, farther reaching, and more rapid than those experienced in the last 10 years. Technological, legislative, economic, and sociological factors are all playing vital roles in shaping the environment within which database information services operate. Advanced technologies such as videotext, videodisk, electronic mail, teleconferencing, and word processing have equipped information services with a variety of mechanisms for delivering information and the tools for its economic capture and processing. The area needing the most analysis today is that of the information user, and training and pricing are the major challenges that the marketplace imposes upon database publishers. Four issues that will prompt continued discussion in the industry are pricing, downloading, technology, and the computerization of business. In order to prosper, database publishers will have to be able to handle a much greater product offering with more customized or individualized service. As users of information become sensitized to the various methods and modes by which they can obtain information, traditional print publication and online services will coexist. (DMC)

## ED 245 691

IR 050 763

## A Guide to Searching ONTAP ABI/INFORM.

Data Courier, Inc., Louisville, KY.

Pub Date—83

Note—80p.; Colored paper in document may limit reproducibility.

Pub Type—Guides - General (050) — Reference Materials - Vocabularies/Classifications (134) — Tests/Questionnaires (160)

## EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administration, Business, Classification, \*Databases, Efficiency, Global Approach, \*Information Retrieval, \*Online Systems, \*On the Job Training, Periodicals, \*Search Strategies, Vocabulary

Identifiers—\*ABI INFORM, DIALOG, \*Online Search Skills

This manual is designed to assist searchers in developing cost-effective techniques for searching ABI/INFORM, a database which provides worldwide coverage of management trends, tactics, and techniques, citing articles from more than 550 business and management journals in English and other languages. ONTAP ABI/INFORM, a subset of the database, is offered jointly by Data Courier and DIALOG Information Services. Its aim is to provide inexpensive online training and practice in searching business and management topics. The core of this guide is a set of 12 problems designed to challenge both beginning and experienced online searchers and to test searching skills. The first part of the booklet explains ABI/INFORM and online searching on DIALOG. A discussion of cost-effective search techniques including controlled terms and classification codes precede the test problems. To provide a realistic environment for solving these problems, the appendices contain excerpts from the ABI/INFORM controlled vocabulary and the complete journals list, as well as the classification code system. Suggested search strategies for solving the problems include reminders of particular search techniques. A brief review of logging on and logging off procedures for beginning searchers is also appended. (DMC)

## ED 245 692

IR 050 764

## Hearing on the National Commission on Libraries and Information Science (NCLIS). Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor.

House of Representatives, Ninety-Seventh Congress, Second Session.  
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—27 Apr 82

Note—16p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constitutional Law, \*Federal Legislation, \*Federal Regulation, Government Role, Hearings, \*Information Science, \*Libraries, Postsecondary Education, Public Policy  
Identifiers—Congress 97th, \*National Commission Libraries Information Science

This hearing contains testimony presented at a hearing conducted to investigate the legality of the President's early termination of the appointments of three members of the National Commission on Libraries and Information Science (NCLIS). On September 21, 1981, three NCLIS commissioners, Clara Jones, Frances Naftalin, and Joan Gross, received notices from the White House that their 5-year commission appointments, due to expire in July 1982, were being terminated immediately. This action was considered to be of questionable constitutionality, since while the commissioners are appointed by the President, the length of the terms they are to serve is mandated by the law that established the commission. At the conclusion of the hearing, Chairman Simon stated that, as an initial step, he would write to the Justice Department. If this action did not settle the matter, he suggested that the subcommittee had basically two options; either a resolution by the House, or a temporary injunction against the removal of the commissioners from NCLIS. This document includes the opening statement of the Hon. Paul Simon, chairman of the subcommittee, and the statements of Frederick Burkhardt, chairman emeritus of NCLIS, and Clara Jones and Frances Naftalin. (DMC)

## ED 245 693

IR 050 765

## Impact of Proposed Budget Reductions on Library Services. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—10 Mar 82

Note—124p.; Document contains light and broken type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Budgets, \*Federal Aid, Federal Legislation, \*Federal Regulation, Hearings, Library Facilities, \*Library Services, \*Public Libraries, Resource Allocation, State Libraries

Identifiers—Congress 97th, \*Library Services and Construction Act, Reagan Administration

In response to the Reagan Administration's 1983 budget request proposing zero funding for the Library Services and Construction Act, this hearing was held before the Hon. Paul Simon, chairman, Subcommittee on Postsecondary Education. The testimony of 16 librarians, information specialists, and library supporters from 14 states opposing the budget cuts was heard. This document also contains 13 prepared statements and supplemental materials, including: (1) copies of six relevant journal articles; (2) a reprint of the Department of Education, Libraries, 1982 rescission request; (3) statistics for the St. Louis Public Library; (4) copies of three pertinent letters; and (5) a U.S. District Court for the District of Columbia civil action (brief) dealing with a suit filed by several states to gain access to funds that had been appropriated by Congress and then withheld. (DMC)

## ED 245 694

IR 050 766

## Mazer, Michael C. Inductive Information Retrieval Using Parallel Distributed Computation. California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-8406; ONR-8405

Pub Date—Jun 84

Contract—N00014-79-C-0323

Note—27p.

Pub Type—Reports - Research (143)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bibliographic Coupling, Computer Software, Databases, Induction, \*Information Retrieval, \*Models, \*Online Systems, \*Search Strategies, Subject Index Terms, \*Technological Advancement

This paper reports on an application of parallel models to the area of information retrieval and argues that massively parallel, distributed models of computation, called connectionist, or parallel distributed processing (PDP) models, offer a new approach to the representation and manipulation of knowledge. Although this document focuses on information retrieval systems used in bibliographic searching, known as document retrieval systems, the discussion generalizes quite readily to broader applications of information retrieval. The retrieval system described makes dynamic use of the internal structure of a database to infer relationships among items in the database. Using these relationships, the system can help overcome incompleteness and imprecision in requests for information, as well as in the database itself. The appendix to this report is a summary of activation rules and parameter values of the test system. (Author/DMC)

## ED 245 695

IR 050 767

Holt, Dorothy, Comp.

## Library Research Guides: Where to Begin. A Selected, Annotated Bibliography, B-82.

New York State Library, Albany. Legislative and Government Services.

Pub Date—Jun 82

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Business, Humanities, \*Information Sources, \*Library Guides, \*Library Materials, \*Reference Materials, Sciences, Social Sciences, State Libraries, Technology

Identifiers—New York State Library

This alphabetically arranged annotated bibliography was prepared to assist researchers using the New York State Library in locating basic library research guides in a variety of subject areas. The 116 entries cover general, business, humanities, science and technology, and social science topics. A subject index is provided. (DMC)

## ED 245 696

IR 050 768

Westerman, Mel

## Nonbibliographic Machine-Readable Data Bases

in ARL Libraries. SPEC Kit 105.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Jun 84

Note—105p.

Available from—Association of Research Libraries, Systems and Procedures Exchange Center, 1527 New Hampshire Ave., NW, Washington, DC 20036 (individual kits, \$15.00 prepaid).

Pub Type—Collected Works - General (020) — Reports - Research (143) — Tests/Questionnaires (160)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, \*Databases, Library Administration, \*Library Automation, Library Guides, Library Surveys, \*Online Systems, \*Research Libraries, \*Use Studies

Identifiers—Association of Research Libraries, \*Nonbibliographic Databases, Vendors

This document is one of ten kits distributed annually by the Systems and Procedures Exchange Center (SPEC), a clearinghouse operated by the Association of Research Libraries, Office of Management Studies (ARL/OMS) that provides a central source of timely information and materials on the management and operations of large academic and research libraries. The document presents the results of a 1984 SPEC survey on the use of nonbibliographic machine-readable databases in 34 ARL libraries along with related primary source documents. The most common access to nonbibliographic databases is through online vendors: 31 of the 34 respondents mentioned this as a source of machine-readable data. Twelve libraries acquire their own databases, but only four have collection development policies for this area. All 12 have social sciences databases; 4 have science databases and 3 include humanities databases. Five libraries handle or store their own databases; 10 share responsibility for the databases with computer centers or other campus units. More than half of the respon-

dents went beyond offering referrals or online retrieval from major vendors. In addition to the SPEC survey results, this kit contains two committee and task force reports, two examples of manuals and descriptions, two reports on the use of nonbibliographic databases, and a list of selected resources. (DMC)

ED 245 697

IR 050 769

Gordon, Dena W.

Online Training for the End User or Information Consumer.

Pub Date—May 83

Note—13p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (12th, Lexington, KY, May 22-25, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Cost Effectiveness, Databases, \*Information Scientists, Literature Reviews, \*Online Systems, \*Technological Advancement, \*Training Methods

Identifiers—\*End Users, \*Online Search Skills

A review of the literature indicates that innovations in technology are making it possible for the consumer of information, the end user, to gather his own information online. The information specialist's role is changing from that of a researcher to a trainer and leader in the information gathering process. Reports on end user training indicate varying degrees of success. The results of various training methods including in-person training, user manuals, and computer-assisted training, as well as alternatives to training such as transparent systems and simplified systems, all suggest that the best way to teach online searching is to take people by the hand and in an intimate and relaxed setting show them how to search. This utopian view does not fit well with reality. The challenge today and in the future is to train large numbers of end users in a cost-effective way. As a consequence, the explosion in the number of users means that training innovations are a necessity. (Author/DMC)

ED 245 698

IR 050 770

Public Services in Research Libraries: A Self-Study. Final Report of the Study Team.

Association of Research Libraries, Washington, D.C. Office of Management Studies; California Univ., Riverside. Library.

Spons Agency—General Electric Foundation, Ossining, N.Y.

Pub Date—Mar 84

Note—69p.; For a related document, see ED 244-635.

Available from—Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$15.00 per copy).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Libraries, Higher Education, Library Administration, Library Automation, Library Facilities, Library Personnel, \*Library Planning, Library Research, Library Role, \*Library Services, Organizational Communication, Policy Formation, \*Self Evaluation (Groups), Technological Advancement

Identifiers—Association of Research Libraries, University of California Riverside

One in a series of reports on public service studies by academic libraries that are being administered by the Office of Management Studies (OMS) of the Association of Research Libraries (ARL), this report on the self-study of the University of California, Riverside (UCR) Libraries includes a brief description of the overall project and an executive summary of the UCR study, both prepared by OMS. The summary indicates the themes identified throughout the 75 recommendations, including commitment to coordinated public services training and the necessity for organizing and planning for technological change, and lists the major issues studied by the five task forces—the role of the library in the future in its commitment to public services; service performance and service needs; technology and public services; organization, staffing, and management of public services; and articulating the library's public services program. The report of the UCR study team includes a list of participants; the charge to the team; a summary of the study; a brief introductory statement; the recommendations made by the team in seven areas—organization and administration, policy, communications, staff and

staffing, services, facilities, and ancillary; and two tables. Listed in the table of contents as Appendix 1 and 2 but not included in this volume, are the products of phase one and the task force reports, which are available separately from OMS. Appended to the document are brief explanatory notes on this publication series along with two summaries. (DMC)

ED 245 699

IR 050 771

Ellisbury, Susan H. Rafferty, Randy

Reach Out and Teach: Library Instruction in Mississippi Libraries. Script for Slide Presentation.

Mississippi State Univ., Mississippi State. University Libraries.

Pub Date—May 84

Note—18p.; Prepared by the Mississippi Library Instruction Roundtable. Presented to the Six Spring Regional Meetings (April-May 1984). Introduction by Barbara Carroon.

Available from—Slides may be borrowed from: Mississippi Library Commission, 1221 Ellis Avenue, Jackson, MS 39209 or Mitchell Memorial Library, PO Box 5408, Mississippi State University, Mississippi State, MS 39762.

Pub Type—Creative Works (030) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Libraries, Higher Education, \*Library Instruction, Program Descriptions, \*Public Libraries, \*School Libraries

Identifiers—\*Library Users

This script was prepared as part of a program presented by the Library Instruction Roundtable (LIRT) to share ways libraries in Mississippi help patrons use library resources. The program evolved from a 1981 needs assessment survey conducted by the Mississippi Library Association (MLA) Education Committee. At that time requests for information and guidance in the area of library instruction surfaced as a top priority concern. The MLA Executive Board asked LIRT to assume responsibility for creating a program on library instruction for the 1984 regional meetings. Based on slides and sample materials from school, public, and academic libraries throughout Mississippi, the program included an introduction, a slide talk (the script is presented here), and a follow-up discussion period. In addition to the script, this document includes the introduction, a bibliography of materials presented which was distributed to participants, and a copy of the slide program evaluation form. (Author/DMC)

ED 245 700

IR 050 772

Mielke, John Young, William

Reference Service Training Manual.

State Univ. of New York, Albany. Univ. Libraries.

Pub Date—84

Note—31p.; Best copy available.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Libraries, Higher Education, Library Guides, \*Library Services, Orientation Materials, \*Reference Services

Identifiers—\*State University of New York Albany

This manual is primarily designed as an orientation program for librarians new to the Reference Services Division at the State University of New York at Albany University Libraries. It contains practical information and some of the procedures necessary for providing service at the reference desk in these libraries. The appendices provide samples of various forms used in reference services and instructions on how to use the Library Control System (LCS), which is the computerized database representing the catalogued materials in the University Libraries. (DMC)

ED 245 701

IR 050 773

Gordon, Dena W.

Training Information Consumers: Today's Challenge.

Pub Date—Mar 83

Note—11p.; Paper presented at the Annual Conference of the National Federation of Abstracting and Information Services (25th, Arlington, VA, February 27-March 2, 1983).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, \*Databases, Futures (of Society), Information Scientists, Input Output Devices, \*Online Systems, \*Technological Advancement, \*Training Methods

Identifiers—\*Database Producers, End Users, \*In-

formation System Users, Online Search Skills

The revolution in the information environment caused by new technology is making the training of information consumers a major challenge for publishers of business-targeted databases and vendors of online systems. Research conducted by Data Courier in 1981 and 1982 suggests that online searching by information consumers will continue to increase. Surveying the emerging discipline of information consumer training uncovers two clear challenges. First, relatively few online systems and only a handful of database publishers have tried training information consumers to tackle online searching. Second, no two organizations have tried exactly the same thing. Recent information consumer training projects have used (1) in-person training; (2) user manuals; (3) computer-assisted instruction; (4) transparent systems; and (5) simplified systems. The major impact of advanced software technology will be to make the communicating terminal a household concept, and one of the principal tasks for database publishers, timesharing companies, and information specialists will be dealing with the confusion that comes with rapid change. Helping information consumers develop a thorough understanding of online systems is the task of the future. (DMC)

ED 245 702

IR 050 774

Arnold, Stephen E.

Trends Among Users of Online Business Information: Highlights From Two Studies of Information Professionals and Their Clients.

Pub Date—9 Nov 82

Note—11p.; Paper presented at the Annual Conference of the Information Industry Association (14th, Lake Buena Vista, FL, November 8-11, 1982).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Business, \*Databases, Futures (of Society), \*Information Scientists, Information Services, Information Utilization, \*Online Systems, Surveys, Trend Analysis, \*Use Studies

Identifiers—ABI INFORM, \*Database Producers, End Users, \*Information System Users

This paper highlights the findings of two studies conducted by Market Opinion Research for Data Courier Inc., both of which focused on textual or bibliographic business information. The first study consisted of interviews with 535 known searchers of the ABI/INFORM file, a product of Data Courier Inc. The purpose was to determine the habits, needs, and perceptions of information professionals using the system. The second study involved a telephone survey of 508 executives and managers who had purchased information from a major consulting firm in an attempt to obtain a profile of the person who makes decisions using information from online systems. This paper presents data from the studies pertinent to three areas: today's information environment, the role of information professionals, and managers or end users. The findings of the studies indicate that in the present market, information professionals carry the online burden; the future market—the executives or managers—is just beginning to realize the power and limitations of online. Of the issues to be addressed by database producers in the months ahead, the most challenging are delivery, new products, pricing, positioning, training, and selling. (DMC)

ED 245 703

IR 050 775

Bond, David K.

Development and Implementation of a Hierarchical Classification System for the ABI/INFORM Database.

Pub Date—May 83

Note—10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (12th, Lexington, KY, May 22-25, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, Business, \*Classification, \*Databases, \*Information Retrieval, \*Online Systems, Periodicals, \*Search Strategies, Systems Development, Technological Advancement, Vertical Organization

Identifiers—\*ABI INFORM

A new search feature has been developed and implemented to enhance online information retrieval from the ABI/INFORM database, which includes



abstracts from more than 500 journals covering all aspects of business and management. Published by Data Courier Inc., it includes material dating back to 1971. Because of the diverse nature of the database and the imprecision of management terminology, it was determined that online searchers would be well-served by a hierarchical classification system. Such a system has been developed and implemented over the past two years. Because of the costs involved, it is common in the online industry for such enhancements to be searchable only from the date of implementation. The management of Data Courier Inc., however, believed this feature should operate throughout the database. Classification codes were assigned manually to the 1971 to 1977 segment of the file and computer assigned to the 1978 to mid-1982 segment. The paper is divided into three parts: section one provides background information; section two considers the method used to develop the system and its design; and section three discusses the application of the codes to existing ABI/INFORM citations. (Author/DMC)

ED 245 704

IR 050 776

Southwick, Neal S.

Developing an Interlibrary Loan Policy for the David O. McKay Learning Resources Center at Ricks College, Rexburg, Idaho. Governance and Management.

Pub Date—May 84

Note—57p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Libraries, Facsimile Transmission, Governance, Higher Education, \*Interlibrary Loans, Learning Resources Centers, \*Library Administration, Library Cooperation, Library Services, \*Policy Formation

Identifiers—Idaho, Ricks College ID

When this practicum was undertaken, Ricks College had no written policy governing its interlibrary loan service and was entering into a new service called facsimile transmission which had the potential of multiplying interlibrary loans greatly, thereby escalating existing problems and frustrations. Other libraries' policies were studied and meetings were held with appropriate library personnel to obtain input and suggestions before the policy was written. Out of the study came not only the formal policy but some recommendations which included further studies dealing with cost factors of interlibrary loan versus collection development and storage, an in-depth look at the facsimile transmission service, the development of an interlibrary loan procedures manual, and an evaluation of the interlibrary loan policy developed by this study within three years. The eight appendices include copies of the Ricks College Interlibrary Loan Policy and borrowing policy sheets, as well as the National Interlibrary Loan Code and those of several other institutions. (Author/DMC)

ED 245 705

IR 050 777

Trubkin, Leone

The Information Impact: Ensuring New Product Winners.

Pub Date—Oct 82

Note—23p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Business, \*Databases, \*Information Needs, Information Services, Information Utilization, Marketing, \*Online Systems, \*Research and Development, Technological Advancement

Identifiers—ABI/INFORM, Disclosure II, INSPEC, New York Times Information Bank, Predicts US Time Series, PROMT Market Abstracts

Despite investment in new research tools and techniques, the product development success rate has not improved within the last 25 years. One way to increase the success rate is to have the right information at each stage of the process. Today, a relatively new method of gathering information—online access to electronic files called databases—helps make this job easier than ever before. Although online access cannot answer all the questions, it simplifies what otherwise is time-consuming and difficult. It also expands the range of readily available information. Examples from six databases—Predicts U.S. Time Series, INSPEC, ABI/INFORM, PROMT Market Abstracts, New York Times Information Bank, and Disclosure II—illustrate the application of online access systems to product development. It is argued that success in product

development depends on getting information into the hands of the individuals who can produce winners, and that online access is an important means to this end. The appendix consists of two tables: Selected Online Systems, which provides the system name, principal focus, availability, and address for 10 systems; and Selected Online Databases, which gives the file name, subject, number of entries, source, and systems for nine databases. (DMC)

ED 245 706

IR 050 778

Parker, J. Stephen, Comp.

Library and Information Science and Archive Administration: A Guide to Building Up a Basic Collection for Library Schools.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/11

Pub Date—84

Note—152p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Archives, Developing Nations, Higher Education, \*Information Science, \*Library Collections, \*Library Education, \*Library Schools, Library Services, Professional Education

This bibliography identifies a useful selection of basic documents and publications to provide help and guidance to schools of library and information science and archival studies—especially those in developing countries—that wish to establish a basic collection for the use of students and teachers or to enlarge their existing collection. Because of the rapid changes which are occurring in the information field, the guide concentrates on materials published during the last 10 years although some older items have been included. The 894 entries in English, French, and Spanish are arranged in 18 broad subject fields. All current periodical titles are grouped together, irrespective of subject. An alphabetical author index is provided, as well as the names and addresses of all publishers represented in the guide. The majority of Unesco publications which fall within the scope of the guide have been included in the main sequence, as have a number of Unesco documents particularly concerned with education and training for information work. A wider selection of Unesco documents is listed in the appendix. (DMC)

ED 245 707

IR 050 779

Oversight Hearings on the Reauthorization of the Library Services and Construction Act. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (March 15, 16, 17, 1983). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—84

Note—219p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Literacy, American Indians, Community Information Services, \*Federal Legislation, Hearings, Information Centers, Library Cooperation, Library Networks, \*Library Role, Library Services, Older Adults, \*Public Libraries, State Libraries

Identifiers—Congress 98th, \*Library Services and Construction Act, Reagan Administration

This document contains the proceedings of three days of hearings on a discussion draft of a bill to reauthorize the Library Services and Construction Act (LSCA). This draft which contains a number of modifications from the current law, would expand the role of libraries as information centers for the community. While the original Library Services Act of 1957 focused on the need for geographic access to libraries, the proposed bill emphasizes access by a wide range of populations who may require special assistance and materials in order to fully utilize public libraries. On the first day, witnesses representing Native Americans told the committee how badly library services are needed for Indian people. Urban librarians, testifying on the second day, explained how the draft bill would affect libraries in the country's largest cities, and state librarians voiced their

concerns about implementing a new LSCA. On the final day, the Administration's position on LSCA was given by the Assistant Secretary for Educational Research and Improvement, and a panel of witnesses presented testimony on the expanded role of libraries as community information centers, library services for the elderly, resource sharing among libraries, and the role of libraries in combating illiteracy. (DMC)

ED 245 708

IR 050 780

Research Opportunities in Information Science and Technology: Cognitive Aspects of Information Science, Information Technology, and Economics of Information.

National Science Foundation. Washington, D.C.

Div. of Information Science and Technology.

Report No.—NSF-82-63

Pub Date—82

Note—35p.; Reports of the Working Group on Behavioral and Linguistic Research Bearing on Information Science (June 21, 1979); Working Group on Information Technology (June 5, 1980); and Working Group on the Current Status of the Interface between Information Science and Economics (September 28-29, 1979 and November 6-8, 1980).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Artificial Intelligence, Cognitive Processes, Economic Research, \*Information Science, \*Research Needs, \*Research Opportunities

Identifiers—Automata Theory, Economics of Information, \*Information Technology

This volume contains the reports of three working groups which were convened separately over a 3-year period at the request of the Advisory Committee for the Division of Information Science and Technology of the National Science Foundation to obtain the opinion of experts concerning research opportunities and trends in information science and technology. Each group was charged with identifying research questions in information and technology that lie outside the more established disciplines, but could contribute to the understanding of fundamental questions that might foster the development of new knowledge. Taken together the three reports provide an overview of information science and technology which shows its relationship to its neighboring disciplines while also clarifying the essential ingredients that distinguish its thematic scientific problems from theirs. The first report suggests that fundamental questions relating the phenomena of learning and memory in animals to a theory of "cognitive processes" may create future bridges to the fields of automata theory and artificial intelligence. The second report confirms that the technology that has raised many questions because of its rapid and pervasive development is itself in need of more intense basic research in eight general areas, each of which is discussed in turn. The third report recognizes that economists are only beginning to develop theory with respect to the cost and distribution of information viewed as a commodity. (DMC)

ED 245 709

IR 050 782

Mosby, Anne Page McKinney, Gayle

Status and Future Directions of Online Search Services in Georgia Academic Libraries.

Pub Date—28 Oct 83

Note—37p.; Paper presented at the Biennial Conference of the Georgia Library Association (Jekyll Island, GA, October 28, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Libraries, Higher Education, Information Retrieval, Library Administration, Library Equipment, Library Personnel, Library Planning, \*Library Services, Library Surveys, \*Online Systems, Questionnaires, \*Reference Services

Identifiers—Georgia, Users, Vendors

This study evolved from a survey of all academic libraries in Georgia, designed to identify current online activities in the state's academic libraries, and to predict future directions and trends. The information was gathered to provide a pool of data for comparison, planning, management, and administration of online services, and to serve as a model for a national study. Of the 66 academic libraries surveyed, 59 (89.4%) responded. Points covered include: (1) profile of users; (2) administration, e.g.,

policies, recordkeeping, fees, search volume, and user aids; (3) staffing; (4) equipment and telecommunications; (5) online ready reference; (6) evaluation procedures; (7) perceived advantages and disadvantages; and (8) future plans for an online service. Conclusions should be of interest to online searchers, reference librarians, library administrators, and others in the academic community who deal with online search services. (Author/DMC)

ED 245 710

IR 050 783

Hallman, Clark N. McGruer, Jean  
A Survey of South Dakota Periodicals.  
Pub Date—[83]

Note—19p.

Pub Type—Reference Materials - Bibliographies  
(131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Periodicals, \*Publishing Industry, Reading Materials, \*State Surveys

Identifiers—\*South Dakota

This survey describes 40 periodicals which are published in South Dakota. Bibliographic information for each title is provided along with an annotation describing the usefulness of the publication. The publications reveal the uniqueness of South Dakota's rural and agricultural life style in addition to its growing business climate and flourishing cultural and academic interests. The survey includes those periodicals which are believed to be of interest to people outside South Dakota. (Author)

## JC

ED 245 711

JC 840 016

Johnson County Business and Industry Training  
Needs.

Johnson County Community Coll., Overland Park, KS. Office of Business and Industry Liaison; Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.  
Pub Date—Feb 83

Note—25p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Community Surveys, \*Educational Needs, \*Employee Attitudes, \*Employer Attitudes, Job Skills, \*Job Training, Labor Education, \*Labor Force Development, \*School Business Relationship, Two Year Colleges

In fall 1982, Johnson County Community College (JCCC) conducted two surveys to determine the internal training needs of business and industry in Johnson County. One survey was mailed to the chief executives of some 2,000 businesses and industries, and another was distributed to about 2,000 employees of a large corporation in the county. Study findings, based on responses from 260 companies and 505 employees, revealed: (1) skill areas in which the greatest number of companies had unmet training needs were human relations (58.2%), management/supervision (52.8%), time management (53.2%), and communication (50.2%); (2) medium sized companies were more likely to have unmet training needs than small or very large companies; (3) short-term seminars and workshops were the types of training programs of greatest interest to all types and sizes of companies; (4) companies with more than 500 employees were much less interested in courses on the JCCC campus than smaller companies; (5) employees were most interested in general skills development training, while the employees of the large corporation were primarily interested in specific and practical skills training that was job-related and provided opportunities for promotion; (6) a 3-hour session one evening a week was the time preferred by a majority of employee respondents for training; (7) over 70% of the responding firms provided opportunities for promotion and tuition reimbursement as incentives for employees to participate in training programs. (HB)

ED 245 712

JC 840 270

Blake, Larry J.  
Education and Training: Institutions and the  
Workplace to the Year 2000.  
Pub Date—31 May 84

Note—9p.; Paper presented at the Joint Conference of the Canadian Vocational Association and the Association of Canadian Community Colleges

(Vancouver, British Columbia, May 28-31, 1984).  
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Change, \*Educational Needs, \*Futures (of Society), \*Labor Force Development, Postsecondary Education, \*Social Change, \*Technological Advancement

Identifiers—\*Oregon Institute of Technology

To comprehend the roles of education and the workplace in the year 2000, one must project as clearly as possible the total societal environment and then draw from it the unique characteristics of these two social elements. Until recently, that process could be accomplished utilizing relatively straight line extrapolation of current conditions. However, we find ourselves at the beginning of the third major non-violent revolution in the history of mankind, which like the agricultural and industrial revolutions that preceded it, will result in the radical change of nearly all aspects of human life. Among the effects of the information and telecommunications revolution will be: (1) most citizens will be required to have a substantially greater education as automation and computerization take over nearly all routine work; (2) computer resources, including microelectronics, artificial intelligence, and robots, will be as pervasive as electric energy is today; and (3) advances in biotechnology and genetic engineering will have significant commercial implications. The results of this revolution are not likely to include drastic reductions in the workforce, but rather will require more accurate projections of a changing job market and the provision for appropriate and comfortable role changes for workers. At Oregon Institute of Technology, efforts are being made to create a completely computerized campus by 1987 to give graduates the skills and knowledge demanded by new technologies and an awareness of the necessity of lifelong learning. (AYC)

ED 245 713

JC 840 298

Sharp, Karen Tabey  
Current Continuing Education Needs of Two-Year  
College Mathematics Faculty Must Be Met!

Pub Date—Jul 84

Note—19p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, Community Colleges, \*Educational Needs, \*Inservice Teacher Education, \*Mathematics Teachers, \*Professional Continuing Education, \*Professional Development, Retraining, Two Year Colleges

Arguing that rapid developments in technology and changing enrollment patterns make updating the skills of two-year college mathematics faculty an imperative, this paper discusses the ways in which the continuing education needs of faculty members can be met. First, technological developments, especially in the computer sciences, are reviewed, and retraining needs are examined in the areas of content, curriculum, methodology, and attitudes, including the need for math faculty to develop an awareness of computing and the mathematical implications of computers and the need for improving the quality and usefulness of the math curriculum. After arguing that the retraining of current mathematics staff is feasible, the paper suggests that commitment on the part of planners and faculty be the underlying theme for all continuing education endeavors. Next, some traditional continuing education formats, such as release time, sabbatical leaves, and tuition reimbursements, are discussed as possible guides in formulating plans for the future. Then, a series of recommendations for continuing education programs are presented including: (1) expansion of government funding for teacher training programs; (2) faculty training efforts by professional mathematics societies; (3) support from business and industry for math faculty through in-plant training programs, research funding, and faculty employment during vacations; and (4) active and coordinated efforts by colleges and faculty to develop new skills. Finally, some consequences of lack of action are projected. (HB)

ED 245 714

JC 840 300

Shuert, Keith  
Technical Mathematics: A Dilemma.

Pub Date—Jul 84

Note—21p.; Paper presented at the Sloan Founda-

tion Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Course Content, \*Course Objectives, \*Mathematics Instruction, \*Mathematics Teachers, Teacher Qualifications, \*Technical Mathematics, Two Year Colleges, Vocational Education Teachers

Addressing the problem of providing an appropriate mathematics education for vocational/technical students, this paper proposes the development of a technical mathematics sequence through the cooperative input of both math and technical faculty. First, introductory material discusses the liberal arts bias and lack of technical knowledge of typical technical mathematics instructors and the problems faced by technical faculty whose students are often unprepared to handle the mathematics requirements of their courses. Next, a process is suggested for developing an appropriate technical mathematics sequence, involving meetings between math and technical department faculty, the development of a list of topics to be covered in the courses, course development by the mathematics faculty, and the submission of the final course proposal for review by all involved faculty. Next, areas in which the process can break down are highlighted and methods of dealing with conflicts are presented. The next section argues that technical math courses should be taught by technical instructors, as it is probably easier for technical faculty to upgrade their math skills than for math faculty to become familiar with the appropriate applications of technical math. A list of objectives for the first course of a two-course sequence arrived at by consultations between math and technical faculty at one college, is followed by a catalog description of the course and information on design criteria and performance goals. Finally, a review of related literature is presented. (HB)

ED 245 715

JC 840 301

Watkins, Ann E.  
Statistics in the Two-Year College Curriculum.  
Pub Date—Jul 84

Note—17p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Curriculum, \*College Mathematics, Community Colleges, Course Content, Course Objectives, \*Curriculum Development, Secondary School Curriculum, \*Statistics, \*Two Year Colleges

Drawing from recent literature and research, this paper provides an overview of the place of statistics in the two-year college curriculum. First, sources are cited in evidence of the strong support among educators for statistics as one of the most useful topics that can be taught. Next, research findings are presented showing that statistics course enrollments represent a small percent of total mathematics enrollments in two-year colleges (3%); that the percentage of colleges offering a course in statistics is declining (from 41% in 1970 to 28% in 1980); and that there has been an increase in the enrollments in math courses taught outside of the mathematics department. The lack of teachers qualified to teach statistics and the lack of students prepared to take college-level statistics courses are cited as two reasons why statistics is not being taught. The next section focuses on the high school curriculum, looking at the percentage of students who take statistics in high school, problems confronting the high school teacher who wants to offer a statistics course, the amount of probability and statistics covered in other math courses, what students know about the subject, and prerequisites for college-level courses. The next sections look at what material is covered in elementary statistics courses and what should be covered, indicating that new approaches to the subject focus on statistical concepts, the use of real data, and data analysis. Finally, a series of recommendations are presented for improving the curricular position of statistics. (AYC)

ED 245 716

JC 840 304

Long, Calvin T.  
The Academic Training of Two-Year College Mathematics Faculty.

Pub Date—Jul 84

Note—13p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, \*Degree Requirements, \*Doctor of Arts Degrees, \*Graduate Study, Higher Education, \*Mathematics Teachers, Postsecondary Education as a Field of Study, \*Teacher Education Curriculum, \*Undergraduate Study

The academic training needs of two-year college mathematics faculty are discussed in this paper and appropriate courses of study are proposed. After introductory comments on the diversity of two-year college students' needs for mathematics education, an undergraduate course of study appropriate for two-year college math faculty is proposed. This includes courses in heuristics and problem solving, discrete mathematics, calculus, computing, math appreciation, linear algebra, probability and statistics, number theory, geometry, abstract algebra, the history of mathematics, mathematical modeling and applications, and, for teachers of calculus, an advanced calculus course. Arguing that the master's degree should be the basic requirement for two-year college math faculty, the next section recommends a graduate pre-service program with a heavy concentration on mathematics and course work in professional education. Suggested courses focus on problem solving, linear algebra, advanced calculus, advanced differential equations, applied math, mathematical modeling, computing, teaching methods, a special project requiring independent research and careful exposition, and an extensive internship at a two-year college. Suggesting that the Doctor of Arts degree is an appropriate objective for two-year college math faculty seeking a doctorate, the paper then outlines the requirements of the Doctor of Arts degree at Washington State University, highlighting the importance of concentration on mathematics and math education rather than professional education. Finally, the need for professional continuing education is underscored. (HB)

ED 245 717 JC 840 321

State Funding of Contract Courses at Community Colleges: The First Year. Analysis Paper No. 824.

State Univ. of New York, Albany. Office for Community Colleges.

Pub Date—Nov 82

Note—21p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Contracts, \*Inservice Education, \*Labor Education, Program Descriptions, \*School Business Relationship, State Aid, Two Year Colleges

Identifiers—Contract Education

Focusing on the period from September 1981 to September 1982, this report describes issues and activities related to New York State's funding of contract courses at the community colleges of the State University of New York (SUNY). Introductory material notes that since the passage of authorizing legislation, about 45,000 employees of more than 100 different businesses were served by nearly 200 courses designed by community colleges specifically for the needs of the participating firms. After providing a rationale for contract courses within the context of the community service mission of the community colleges, the report provides a brief overview of economic revitalization efforts in the state and details methods of state funding for contract courses. Information is presented on eligibility criteria and arrangements designed to promote labor/management relations, productivity, the quality of working life, industrial development, and retention of businesses. Next, first-year results are summarized, and projections for enrollment increases during 1982-83 are presented. Finally, programs at the colleges serving the largest numbers of firms and employees are highlighted. Appendices include tables showing total full-time equivalent (FTE) and headcount enrollment in contract courses by college; number of businesses served and course offered by college; and approved contract courses, listing college, firm, and enrollment. (HB)

ED 245 718 JC 840 324  
Haase, M. H. Caffrey, Patrick

C. K. McClatchy High School Outreach Survey, Spring 1984.  
Sacramento City Coll., Calif.; Sacramento City Unified School District, Calif.

Pub Date—84

Note—34p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Tests, \*College Bound Students, College Choice, College Preparation, Ethnic Groups, High Schools, \*High School Students, Language Skills, \*Student Educational Objectives

As part of a high school outreach project involving Sacramento City College (SCC), the Stanford Test of Academic Skills (TASK) was administered to all 11th grade standard English classes at C. K. McClatchy High School. In addition, an educational planning form was used to gather information on students' ethnicity, interest in a specific college major, English and mathematics background, college attendance plans, interest in campus activities, and areas in which students felt they might need additional help. Of the 250 students tested, 114 were designated as College Preparatory (CP) students and 136 as Language Skills (LS) students. Study findings included the following: (1) 36% of the CP students and 57.3% of the LS students planned to attend SCC; (2) 76.3% of the CP students and 22% of the LS students had taken a math class beyond beginning algebra; (3) of the CP students, 23.1% indicated they would like help financing their education, 15.6% in finding employment, and 15% in choosing a major or career; (4) of the LS students, 20.1% indicated they would like help finding employment, 11.2% in financing their education, and 17.3% in career planning; (5) TASK results indicated that 34.4% of the LS students should have been in higher level English courses, while 15.6% of the CP students needed support classes; and (6) according to their TASK scores, 29.4% of the CP students and 76% of the LS students would have been placed in remedial classes at SCC. (HB)

ED 245 719 JC 840 329

Hamblin, Fred. Ed.

Strategies for the Eighties: The Colleges of Applied

Arts and Technology of Ontario.

Association of Colleges of Applied Arts and Technology of Ontario, Willowdale.

Pub Date—83

Note—24p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, College Faculty, \*College Presidents, College Programs, Educational Facilities, Educational Finance, \*Educational Objectives, \*Futures (of Society), Governance, \*Organizational Objectives, \*Statewide Planning, \*Technical Institutes, Two Year Colleges

Identifiers—\*Ontario

Representing the consensus of the presidents of the Colleges of Applied Arts and Technology in Ontario, this paper presents a series of assumptions about the anticipated environment of the college system and provides a strategic action plan for the future. First, assumptions about environmental factors likely to affect the colleges are presented, including projections about social trends, the economy, politics, the colleges, and technology. Among these assumptions are high unemployment levels, more consumerism by students, an economic shift from manufacturing to the service/information sectors, more women in the workforce, changes in traditional views of teaching, increased private sector competition with the public colleges, and rapid developments in technology. Next, a strategy for the 1980's, to be implemented individually and/or collectively by the Ontario colleges, is presented, including issue statements, objectives statements, and strategies. The action plan focuses on governance, programming, human resources, and financial and physical resources. Objectives include more liaison between colleges on educational policy issues, increased emphasis on lifelong learning, greater focus on professional development within the colleges, and emphasis on equality of opportunity for all sectors of the population. (HB)

ED 245 720 JC 840 334

Taylor, Ross

Mathematics Programs in High Schools and

Two-Year Colleges.

Pub Date—Jul 84

Note—16p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Community Colleges, \*Educational Trends, High School Students, \*Mathematics Curriculum, \*Mathematics Education, Quantitative Tests, Secondary Education, \*Secondary School Mathematics

Reviewing current conditions and projecting future directions, this paper explores trends in high school mathematics and discusses their implications for two-year college education. The first section examines the secondary school mathematics program, indicating that until now this two-track curriculum has focused on precalculus mathematics for college-bound students and a year of general math, often followed by consumer or vocational mathematics for non-college-bound students. This section reviews the flexible curriculum suggested by the National Council of Teachers of Mathematics for all students and notes its failure to materialize. The next section examines achievement trends among high school students, citing the relatively stable achievement of 17-year olds in the 1973, 1978, and 1982 national assessments of mathematics. After a brief discussion of the shortage of qualified mathematics teachers in certain areas of the United States, the paper reviews federal, state, and local initiatives for improving math education. The next sections project future curriculum trends toward emphases on discrete math, statistics and probability, and computer science, and look at the probable impact of computers and calculators on math education. The next section looks at the changing nature and influence of standardized, locally developed criterion-referenced, and College Board tests. Finally, the implications of these trends for two-year college mathematics are discussed, and the argument is made that two-year colleges should take a proactive role and work directly with feeder schools. (HB)

ED 245 721 JC 840 335

Smith, Karl J.

Liberal Arts Mathematics: Cornerstone or Dino-

saur?

Pub Date—Jul 84

Note—13p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, \*College Mathematics, \*Course Content, Curriculum Development, Declining Enrollment, Educational Objectives, Educational Trends, \*Liberal Arts, \*Mathematics Instruction, Two Year Colleges

In light of substantial declines in enrollments in liberal arts mathematics courses in two-year colleges, this paper looks at some of the reasons for these declines and suggests ways of revitalizing the traditional "great ideas" mathematics course. First, a brief outline is presented of the history of liberal arts mathematics, focusing on the questioning of the relevance of particular courses during the 1960's; the dramatic drop in liberal arts mathematics enrollments from 72,000 in 1975-76 to 19,000 in 1980-81; and the increased student interest in skills that would lead to jobs. Next, the future of mathematics in liberal arts education is discussed, and a curricular reorganization is proposed, including basic skills courses, courses for career-oriented students, and survey courses covering arithmetic processes, geometry, algebra, statistics, logic, and computer technology applied to algorithmic processes, concepts, generalizations, and problem solving. Next, traditional instructional approaches are contrasted with alternative methods emphasizing hands-on experience in the laboratory and the community. Finally, the potential of liberal arts mathematics is discussed in terms of meeting the competency needs of the 1980's by combining the main feature of the "great ideas" mathematics course and basic skills training. A sample course outline is appended. (HB)

ED 245 722 JC 840 336

Fuaro, B. A.

It's Going to Happen Anyway...

Pub Date—Jul 84

Note—23p.; Paper presented at the Sloan Founda-



tion Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Mathematics, Community Colleges, \*Curriculum Development, \*Interdisciplinary Approach, Mathematical Applications, \*Mathematics, Two Year Colleges

Within the context of the developments in mathematics and computer science, this paper argues that the emergence of the microcomputer gives mathematics the opportunity to survive as a viable and healthy discipline. Section 1 traces the development of the computer and the position of established mathematics on the sidelines of this development. Section 2 discusses some ironies in the synchronous development of computers, with their potential for transforming mathematics education via an emphasis on the computational content of mathematics, and the development of the Bouraki movement in mathematics, which stressed the syntax and structure of mathematics. Section 3 describes the Bouraki years (1945-1975), which focused on abstract formalism coupled with an exclusive mentality, and resulted in alienated client departments, aggravated employment problems, and isolation of the discipline. Section 4 considers the roots of mathematics, looking at three schools of classical mathematics and modern theoretical developments. Section 5 proposes a tetrahedron model of mathematical sciences, in which pure mathematics stands at the apex and applied mathematics, statistics, and computer science stand at its base, and sections 6 and 7 look at the implications of this model for curriculum development with respect to the three classical schools of mathematics. Finally, section 8 suggests ways of revitalizing the mathematics curriculum through, for example, using the computer to provide a graphical or computational component in every math course. (AYC)

ED 245 723

JC 840 337

Leitzel, Joan R.

Calculators Do More Than Compute.

Pub Date—Jul 84

Note—16p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Calculators, \*Mathematics Instruction, Postsecondary Education, \*Remedial Mathematics, Secondary Education, \*Teaching Methods

Identifiers—\*Pre Algebra

Drawing from experiences at Ohio State University (OSU) with remedial college students and with 12th grade students without elementary algebra skills, this paper outlines a numerical approach to algebra instruction using handheld calculators. Introductory material discusses problems with traditional approaches to math education and outlines some instructional developments made possible through the use of calculators. Next, background is presented on the experimental use of handheld calculators at OSU, including information on students' skill and achievement levels and the rationale for using concrete problem situations, rather than axioms and algorithms, and calculators, rather than pencil and paper. Then, several features of the numerical, problem-solving approach used at OSU are explored: (1) students with calculators can effectively use numerical methods to solve problems they are unable to solve algebraically; (2) using calculators, students can encounter concepts and relationships in problem situations before the concepts are formalized; (3) investigating problems in many special cases permits variables to be introduced in a natural way to describe the general case; (4) calculators require students to pay attention to arithmetic ideas that would otherwise be of little interest to them; and (5) calculators permit the early introduction of graphing. Finally, further developments of this approach are illustrated with regard to strengthening the pre-algebra component of 7th and 8th grade courses. (HB)

ED 245 724

JC 840 340

Brauer, Florence R.

Trends in the Humanities in Two-Year Colleges:

Final Report.

Center for the Study of Community Colleges, Los

Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—[84]

Grant—OP-20046-82

Note—159p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—\*College Curriculum, \*College Faculty, \*Community Colleges, Courses, Curriculum Research, \*Educational Trends, \*Humanities Instruction, National Surveys, Professional Development, Questionnaires, \*Teacher Characteristics, \*Teaching Methods, Two Year Colleges

The result of a 2-year research project conducted by the Center for the Study of Community Colleges, this report summarizes trends in humanities education in the two-year colleges in the United States as revealed through national surveys of full- and part-time humanities instructors, campus facilitators, and community service directors. The first sections of the report describe study methodology and procedures for data analysis. Next, study findings are presented in the areas of: (1) trends in faculty demographics over the years 1975, 1977, and 1983, focusing on age, years at present institution, and racial/ethnic background; (2) trends in humanities offerings during the same years; (3) a comparison of humanities enrollments for the years 1977 and 1983; (4) developments in interdisciplinary studies; (5) student recruitment efforts; (6) support for humanities faculty and programs; (7) support for the development of instructional materials; (8) community service offerings in the humanities; (9) comparisons of the professional activities of humanities faculty in 1975 and 1984; (10) faculty satisfaction levels; (11) course improvement efforts; (12) class activities; (13) comparison of humanities and liberal arts faculty; (14) educational preferences of instructors; and (15) professional, special, and extracurricular activities of faculty. The report concludes with a discussion of the uses of study data. Appendices include survey instruments and responses; letters to participants; and reports prepared during the course of the project. (HB)

ED 245 725

JC 840 341

Neault, Lynn Ceresino

Phase II, The English Placement Test: A Correlation Analysis.

San Diego Community Coll. District, CA. Research and Planning.

Pub Date—Apr 84

Note—78p.; For Phase I of this study, see ED 239 669.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*College Entrance Examinations, Community Colleges, Correlation, \*Grades (Scholastic), Predictive Measurement, Scores, \*Student Characteristics, \*Testing Programs, Two Year Colleges, \*Two Year College Students

A study was conducted in the San Diego Community College District to evaluate English placement test data for a correlation between test scores and grades in English courses districtwide and to evaluate placement test cutoff scores. Following from Phase I of the project which involved a pilot study conducted at Mesa College between fall 1982 and spring 1983, Phase II included all three campuses in the district and increased the sample size to 6,099 students. Statistical analyses were conducted to determine correlations among the following variables: placement test scores, final grades in English courses in fall 1983, and specified demographic data (i.e., age, gender, ethnicity, high school graduation status, and campus of enrollment). Study findings included the following: (1) Business English 52 was the only course which exhibited a meaningful correlation between placement test scores and final grade in the course; (2) students under 20 years of age had the lowest mean English course grade, but the second highest reading and grammar test scores of all age groups; and (3) extreme variations in grading by the instructors may have been the primary reason for a weak correlation throughout the district. Based on study findings, it was recommended that the number of placement categories be reduced, security measures be developed and enforced for the testing process, course outlines be reviewed and aligned, the cutoff scores be revised, and the placement test be reviewed. (HB)

ED 245 726

JC 840 342

Perceptions of BCIT: A Synopsis of the 1984 BCIT Market Research Project.

British Columbia Inst. of Technology, Burnaby. Office of Institutional Planning.

Pub Date—30 Apr 84

Note—8p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Adults, Alumni, College Students, Community Surveys, \*Institutional Evaluation, \*Public Opinion, School Counselors, Student Research, \*Technical Institutes, Two Year Colleges

In 1983, 100 members of a second-year marketing class at British Columbia Institute of Technology (BCIT) participated in a market research project to determine the views of BCIT and other postsecondary institutions held by various groups outside of the college, to analyze the findings, and to prepare recommendations for action by BCIT. A total of 6,500 people were surveyed representing five market segments: the general public (N=2,000), BCIT (N=1,500), school counselors (N=350), non-BCIT students (N=1,150), and employers (N=1,500). Of the general public sample, 322 people responded to the hand-delivered survey instrument; 723 BCIT alumni, 169 counselors, and 615 employers responded to mailed surveys; and 1024 non-BCIT students were either interviewed or responded to a mailed survey. Study findings included the following: (1) the overall image of BCIT among the general public was one of excellence; (2) high school counselors viewed BCIT very positively, but saw transfer to and from the college as a problem area; (3) many non-BCIT students were confused about the characteristics differentiating BCIT from other colleges and universities in British Columbia; (4) almost 90% of the alumni respondents entered employment in their BCIT field of study, and the majority first came to BCIT for short, intensive, applied programs; and (5) employers consistently felt that BCIT graduates were more prepared to enter the job market than other students. Selected recommendations from the student reports are included. (HB)

ED 245 727

JC 840 343

Bannister, Deborah Greenhill, Craig

1983 Outlook Report.

British Columbia Inst. of Technology, Burnaby. Office of Institutional Planning.

Report No.—OIP 1013

Pub Date—18 Mar 83

Note—146p.; Table 18 may be marginally legible due to poor type quality. For the 1984 Outlook Report, see JC 840 344.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)—Opinion Papers (120)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—College Planning, \*Demography, \*Economic Factors, \*Educational Trends, \*Labor Relations, \*Long Range Planning, Population Trends, \*Postsecondary Education, Prediction, Public Policy, Statewide Planning, Technical Institutes, \*Technological Advancement, Trend Analysis, Two Year Colleges

Identifiers—\*British Columbia

Designed to aid in the process of long-range planning at British Columbia Institute of Technology (BCIT), this "Outlook" report presents information, analyses, and projections concerning conditions and trends likely to affect the college in the coming years. The report's eight sections focus on demography, economics, the labor force, national policy, provincial policy, the postsecondary educational system, technological trends, and labor relations. Each of the sections identifies salient trends, comments on projections, and draws conclusions illustrating implications for BCIT planning. Highlighted projections include: (1) a negative economic outlook and high unemployment for 1983; (2) an increased demand for BCIT's technological programs and a modest increase in the college's enrollments; (3) a rapidly aging labor force and a decline in labor force growth; (4) the need for increased national investments in education and training; (5) the need for increased budgetary restraint at the provincial level; (6) the need to develop more cost-effective, innovative, and flexible programming in the postsecondary system; (7) an increase in job displacement as new technologies are developed and utilized, and the consequent need for massive retraining of the workforce; and (8) labor relations

characterized by prolonged bargaining processes. (HB)

**ED 245 728** JC 840 344

Bannister, Deborah. Greenhill, Craig

1984 Outlook Report.

British Columbia Inst. of Technology, Burnaby. Office of Institutional Planning.

Pub Date—Dec 83

Note—122p.; For the 1983 Outlook Report, see JC 840 343.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Planning, \*Demography, \*Economic Factors, \*Educational Quality, \*Educational Trends, \*Employment Patterns, Futures (of Society), Long Range Planning, \*Postsecondary Education, Prediction, Public Policy, Technical Institutes, Trend Analysis, Two Year Colleges Identifiers—\*British Columbia

Developed as an aid to long-range planning at British Columbia Institute of Technology (BCIT), this third "Outlook" report presents information, analyses, and makes projections regarding conditions and trends likely to affect the college in the coming years. The report's six sections, which deal with important aspects of organizational life in British Columbia, focus on demography, the economy, the labor force, public policy, excellence in education, and the postsecondary educational system. Each of these sections identifies salient trends, comments on projections, and draws conclusions illustrating implications for BCIT planning. Highlighted conclusions included: (1) projections of a long-term decline in the conventional source population for full-time postsecondary education; (2) a medium-term economic outlook characterized by low inflation, high real interest rates, high unemployment, and slow growth; (3) low career placement levels for BCIT graduates in comparison to previous years; (4) the need to change the educational focus to one of lifelong learning to provide for the acquisition and upgrading of skills in response to technological advances; (5) a documented decline in the educational performance of elementary and secondary school students attributed to a lack of qualified teachers and inadequate instructional materials; and (6) a need for postsecondary institutions in British Columbia to seek new sources of funding as national and provincial policies of financial austerity continue. (HB)

**ED 245 729**

JC 840 345

Bannister, Deborah

1983 First Year Student Survey.

British Columbia Inst. of Technology, Burnaby. Office of Institutional Planning.

Pub Date—11 Apr 84

Note—52p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Attendance, \*College Choice, Day Students, \*Enrollment Influences, Information Sources, \*Majors (Students), Technical Education, Technical Institutes, Two Year Colleges, \*Two Year College Students

In 1983, a study was conducted at the British Columbia Institute of Technology (BCIT) to determine the factors that influence students to come to the college. The study sought information from first-year day students regarding their demographic characteristics and objectives in attending BCIT, factors influencing their decision to attend, and impediments to attendance. Questionnaires were circulated for classroom administration to 2,198 students enrolled in 28 technological programs during the 1983 academic year, including 880 students in the Business Division, 945 students in the Engineering Division, and 373 students in the Health Division. Study findings, based on responses from 1,645 students, included the following: (1) 61.4% of the students were male, and the median age was 20.5 years; (2) 55.8% of the students enrolled to qualify for a job, 19.7% to decide on a career, and 10.5% to improve existing job skills; (3) the major sources of information on BCIT were college publications and high school counselors; (4) 30.4% of the students chose BCIT because of its academic reputation, and 19% because they wished to train for a specific career; and (5) lack of funding was ranked as the principal barrier to attending BCIT by 24.8% of the students. The study includes a comparison of

results by division. The survey instrument and detailed responses by division are appended. (HB)

**ED 245 730**

JC 840 346

Fisher, Pamela

MJC: Planning for the Future. An Assessment of the External Environment: Identifying Problems, Constraints, and Opportunities. First Edition.

Modesto Junior Coll., Calif.

Pub Date—Feb 84

Note—93p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, \*College Planning, Community Attitudes, Community Colleges, Demography, Economic Factors, Educational Trends, Employment Opportunities, \*Futures (of Society), \*Long Range Planning, Needs Assessment, \*Organizational Objectives, Public Policy, Questionnaires, School Surveys, Social Change, \*Socioeconomic Status, Teacher Attitudes, Technological Advancement, Two Year Colleges, Vocational Education

Designed as a resource and aid for faculty and administrators at Modesto Junior College (MJC), this report provides an assessment of the external environment of the college and of its mission and goals. Section I introduces the futurist perspective and assumptions serving as the basis for the report. Section II provides a summary of an extensive review of the literature, interviews with forecasters and planners, and observations by leaders in higher education on the following topics: lifestyle and social change, demography, economic trends, technological trends, employment opportunities and education, postsecondary trends, and public policy. Following a discussion of the statewide view of community college mission and goals, section III presents the results of surveys of community leaders and MJC faculty conducted to determine their views of the functions and performance of the college, as well as factors to consider in developing or reviewing program priorities and community involvement in college activities. Section IV summarizes the inferences drawn from the environmental assessment and section V discusses implications of the study for the college, focusing on actions the college will take to remain a viable part of its geographical and educational community, actions necessitated by the changing community and student body, emphases of instructional programs, effects of technological and workforce changes, and college responses to public policy issues. Questionnaires and an extensive bibliography are included. (AYC)

**ED 245 731**

JC 840 347

Griffin, Beverly Norris

A Three-Phase Procedure for Selecting Textbooks:

Less Than the Best but Better Than Usual.

Pub Date—84

Note—14p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Objectives, \*Evaluation Criteria, \*Evaluation Methods, \*Textbook Selection, \*Textbook Standards, Two Year Colleges

A three-part review process is proposed as an aid to textbook selection for college courses. After an introductory discussion of the importance of developing standards and criteria for selecting course texts, the three-phase process is presented. The initial phase involves the establishment of departmental criteria for textbooks, which may be accomplished by circulating lists of criteria among members of the department or asking each member to list the five most important characteristics a text for a particular course should have. The second phase focuses on the development and dissemination of a checklist of criteria for textbook evaluation; the examination of proposed texts by department members and their evaluation of the texts on the basis of the agreed upon criteria; and the tallying of the faculty members' assessment of how well each text meets the department's criteria. The final phase involves the comparison of the texts with the stated goals and objectives of the course for which the texts are being considered. A sample of the criteria checklist used by the Department of Languages and Literature at Shelby State Community College for composition texts, examples of ways of comparing textbooks' coverage of particular topics with course emphasis on those topics, and examples of comparative analyses of texts under consideration are in-

cluded in the paper. (HB)

**ED 245 732**

JC 840 348

McMaster, Anne

Four Years Later: Class of 1979. Technical Report 84-04.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Mar 84

Note—47p.; For related documents, see JC 840 349-351.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Graduates, \*College Transfer Students, Community Colleges, \*Employment Patterns, Followup Studies, Graduate Surveys, \*Participant Satisfaction, Questionnaires, Two Year Colleges, Two Year College Students, Vocational Followup

In 1983, a follow-up study was conducted to gather information on the employment and educational status of 1979 graduates of Mercer County Community College (MCCC). The survey questionnaire, which requested background, employment, and educational information and sought the graduates' opinions of MCCC programs and services, was mailed to 580 students who graduated from MCCC in January, June, or August of 1979. Study findings, based on responses from 300 of the graduates, included the following: (1) 65% of the respondents graduated from career programs and 35% from transfer programs; (2) 82% were employed full-time and 9% part-time; (3) 69% of the graduates reported that they received their positions more than 6 months after graduation from MCCC; (4) 77% of the employed graduates were working in the same field as their major at MCCC; (5) 62% of the respondents had continued their education, and 47% had pursued a degree program; (6) 65% of the graduates rated their program at MCCC as either very good or excellent, and 83% of the transfer graduates and 85% of the career graduates said they would recommend the academic program at MCCC to friends or relatives. The study report includes respondents' comments on programs and services at MCCC and compares findings with results from a survey of 1978 graduates. Appendices contain the survey instrument, survey responses by academic program, and educational and employment data by program. (HB)

**ED 245 733**

JC 840 349

Staatse, Holly

One Year Later, 1983: A Survey of Mercer Graduates of FY 1982. Technical Report 84-05.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Apr 84

Note—55p.; Appendix A may be marginally legible due to small print. For related documents, see JC 840 348-351.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Transfer Students, Community Colleges, Education Work Relationship, \*Employment Patterns, Followup Studies, Graduate Surveys, Institutional Evaluation, \*Outcomes of Education, Participant Satisfaction, Questionnaires, State Surveys, \*Student Characteristics, Student Educational Objectives, Two Year Colleges, Vocational Followup

In spring 1983, a follow-up study was conducted of students who graduated from Mercer County Community College (MCCC) during the 1981-82 academic year. The survey instrument, which was developed by the County College Association for Institutional Research (CCAIR) to facilitate the collection of comparative data from the county colleges of New Jersey, was mailed to 759 MCCC graduates, requesting information on their reasons for attending MCCC, educational and employment outcomes, and views on MCCC programs and services. Study findings, based on responses from 406 MCCC graduates and comparisons with data collected by 11 other county/community colleges in New Jersey using the CCAIR instrument, included the following: (1) 41% of the MCCC graduates had continued their education in another degree-granting program, with 26% attending full-time and 13% attending part-time; (2) the primary objectives for attending MCCC were to prepare for a first career, prepare for a career change, complete courses in-

transfer credit, and improve job skills; (3) 60% of the MCCC respondents were employed full-time and 18% part-time; (4) 59% of the employed graduates were working in a field related to their program at MCCC, and 19% were in jobs somewhat related to their studies at MCCC; and (5) compared to other county/community college 1982 graduates, more MCCC graduates had been preparing to transfer than actually transferred into a degree-granting program. Appendices provide the questionnaire, graduates' comments, and detailed results. (HB)

ED 245 734

JC 840 350

McMaster, Anne

Profile of Entering Students: A Comparison of New Full-Time Students, Fall, 1981, 1982 and 1983. Technical Report 84-06. Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Apr 84

Note—29p; Appendix A may not reproduce well due to poor print quality. For related documents, see JC 840 348-351.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Choice, Community Colleges, Educational Trends, \*Enrollment Trends, Family Characteristics, Longitudinal Studies, \*Student Characteristics, \*Student Educational Objectives, Two Year Colleges, \*Two Year College Students

A study was conducted to analyze and compare groups of full-time students entering Mercer County Community College (MCCC) in fall 1981, 1982, and 1983 to identify any longitudinal differences, similarities or trends among them. Study data were derived from MCCC's student database, which contains basic demographic information on all enrolled students, and from student responses to the Basic Skills Placement Test Student Biographic Questionnaire, which addresses students' reasons for choosing MCCC, their plans for employment and further education after leaving MCCC, their parents' income and education levels, and areas in which students feel they would need assistance from MCCC staff. Study findings, based on data on 1,370 students entering MCCC in fall 1981, 1,392 entering in fall 1982, and 1,399 entering in fall 1983, included the following: (1) the majority of the students (72% in 1981, 74% in 1982, and 73% in 1983) came from within Mercer County; (2) the proportion of students from families with incomes of \$30,000 or more increased from 19% in 1981 to 27% in 1983, while those from families with incomes of less than \$9,000 fell from 36% in 1981 to 23% in 1983; (3) the main reasons given for choosing to attend MCCC were that it was close to home, its strengths in students' intended major, its academic reputation, and its low cost; and (4) approximately 60% of the students were attending MCCC to prepare for a new job and 29% to earn transfer credit. The Student Biographic Questionnaire is appended. (HB)

ED 245 735

JC 840 351

McMaster, Anne

A Study of Applicants Who Did Not Attend, Fall 1983. Technical Report 84-07. Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

Pub Date—Jun 84

Note—29p; For related documents, see JC 840 348-350.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Applicants, \*College Choice, Community Colleges, Followup Studies, Questionnaires, Surveys, Two Year Colleges

Identifiers—No Shows

A study was conducted at Mercer County Community College (MCCC) to determine why some students who applied for admission to the college did not attend. A two-page questionnaire was sent to 698 students who applied for admission for the fall 1983 semester, but did not enroll in any credit courses that semester, and to an additional 381 students who applied and registered for the fall 1983 semester, but did not attend classes. Study findings, based on responses from 228 MCCC applicants, revealed: (1) the majority of the respondents were female (59%), Caucasian (62%), single (80%), and over 21 (50%); (2) the major factors influencing stu-

dents' decision to apply to MCCC were distance from home (cited by 44% of the respondents), tuition costs (39%), availability of a particular program (35%), and advice from friends (28%); (3) the major factors influencing respondents' decision not to enroll were job and family responsibilities (24%), distance from home (14%), program availability (11%), and availability of financial aid (8%); (4) 50% of the students who registered for classes at MCCC, but never attended, elected to attend another college, citing as their reasons a visit to the MCCC campus, athletic programs, and closeness to home; and (5) the nursing and pre-funeral service education programs were the most frequently cited programs motivating students to apply to MCCC. Appendices include the survey instrument, respondents' comments, and detailed results. (HB)

ED 245 736

JC 840 352

Fersh, Seymour, Ed. Greene, William, Ed.

The Community College and International Education: A Report of Progress. Volume II.

Broward Community Coll., Fort Lauderdale, Fla. Spons Agency—Department of Education, Washington, DC.

Pub Date—84

Note—357p; For a related document, see ED 211 153.

Available from—International Studies Project Director, Broward Community College, Central Campus, 3501 S.W. Davis Road, Fort Lauderdale, FL 33314 (\$5.00)

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Community Colleges, Curriculum Development, General Education, \*Global Approach, \*Intercultural Programs, International Studies, Learning Modules, Program Descriptions, Second Language Programs, State Legislation, State Programs, \*Study Abroad, Two Year Colleges

Identifiers—\*Florida

Designed to highlight the progress made by community colleges in the United States in the area of international education, this report presents a collection of materials representing various state and institutional initiatives and efforts. Part I contains articles by Hugh Adams and William Greene, and Maxwell King and Seymour Fersh that provide a history of the development of international education; examples of efforts to advance international education at Broward Community College (Florida), the Los Angeles Community College District (California), and Pennsylvania community colleges; and other general reports. Part II presents excerpts from legislation and reports illustrating the progress made in Florida in advancing international education. Part III provides information on projects and programs supported by grants from the U.S. Department of Education, and materials on five representative two-year college international programs. Finally, part IV presents materials on Broward Community College's (Florida) "Internationalizing the Curriculum" project, including excerpts from the grant proposal and final report, and sections from instructional modules related to international education which were created by Broward faculty members who received Department of Education funding. (HB)

ED 245 737

JC 840 354

Hildebrandt, Sharrie Lucas, John A.

Follow-Up Study of 1983 Legal Technology Graduates. Volume 12, No. 14.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—1 Mar 84

Note—20p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, College Transfer Students, Community Colleges, Education Work Relationship, \*Employment Patterns, Followup Studies, Graduate Surveys, \*Legal Assistants, \*Legal Education, Salaries, Two Year Colleges, Vocational Followup

A follow-up study was conducted at William Rainey Harper College (WRHC) to determine the employment and educational status of graduates of the Legal Technology (LTE) program 6 months after receiving their degree. Attempts were made to contact all 59 1983 LTE graduates for telephone interviews and compare their responses to findings from previous surveys of program graduates. Study

findings, based on an 81% response rate, included the following: (1) over the past 4 years, 43% to 49% of the LTE graduates had found employment in a law office, compared to 24.5% in the 1970's; (2) of the 1983 graduates, almost 69% were employed either in a law office or a law-related area; (3) the total voluntary and involuntary unemployment rate among graduates was 12.5%, contrasted with an unemployment rate of almost 30% in the 1970's; (4) the percentage of students who were working in jobs unrelated to law had increased each year, reaching a high of 12.5% in 1983; (5) there was a growing tendency for LTE graduates to work for the same firm they were working for when they entered the program, with half of the employed graduates in 1983 following this pattern; (6) approximately 38% of the 1983 graduates were working in WRHC's district; (7) the average salary of the 1983 employed graduates was \$16,825, which was unchanged from the previous year; and (8) approximately 31% of the LTE graduates had continued their education. The interview schedule and detailed findings are included. (AYC)

ED 245 738

JC 840 355

Putting America Back to Work: The Kellogg Leadership Initiative. A Report and Guidebook. American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—ISBN-0-87117-134-1

Pub Date—Mar 84

Note—66p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$8.50).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Role, \*Community Colleges, \*Economic Climate, \*Economic Development, \*Employment Patterns, Labor Force, \*Labor Force Development, \*School Business Relationship, Two Year Colleges

Identifiers—\*Putting America Back to Work

As part of the American Association of Community and Junior Colleges' Putting America Back to Work Project, this monograph examines the economic climate of the United States and the role of the community colleges in economic recovery. The first sections outline the origins and initial activities of the Putting America Back to Work Project, which was funded by the Kellogg Foundation to identify ways community colleges could contribute to economic recovery and introduce college resources to the leaders of private business and industry, organized labor, government, and national associations. The next sections describe the nation's economy and workforce, focusing on: (1) trends in unemployment, federal deficits, personal savings, industry operating levels, factory closings, inflation, mortgage delinquencies and foreclosures, business and bank failures, and personal bankruptcies; (2) factors affecting the American workforce, e.g., adult illiteracy, worker dislocation, and obstacles to retraining and relocation; (3) structural shifts in the economy caused by the shift from an industrial to an information-based economy, changes in jobs, the use of robots, and the decline of steel and other smokestack industries; and (4) the nature and availability of jobs. An extensive list of possible activities for community colleges to pursue in economic and human resource development is followed by information and recommendations concerning strategic planning for partnership building. An annotated bibliography is included. (AYC)

ED 245 739

JC 840 356

State Plan for Community Colleges in Maryland. Maryland State Board for Community Colleges, Annapolis.

Pub Date—Jun 84

Note—171p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Instruction, College Programs, \*Community Colleges, Continuing Education, Educational Facilities, \*Educational Finance, \*Educational Trends, \*Enrollment Trends, Governance, State Colleges, State Surveys, \*Statewide Planning, Student Personnel Services, Two Year Colleges, Two Year College Students



**Identifiers—\*Maryland**

Designed as a source of current information and a guide to future activities in Maryland's community colleges, this report provides a systemwide overview of trends, goals, and needs, as well as quantitative data for each college. Chapter I explains the format, purposes, and uses of the report. Chapter II highlights the mission of Maryland's community colleges; presents a history of community colleges nationally and in the state which emphasizes efforts to expand community college access, and state and local funding partnerships; and discusses the Maryland community college system's structure and governance, providing information on state coordination and local governance. Chapter III contains data illustrating the state of community college operations in the areas of enrollment, student characteristics, student services, degree and certificate programs, continuing education, faculty, finances, and physical facilities. Chapter IV lists the goals and objectives of the Maryland State Board for Community Colleges and of the college system, and the fifth and final chapter provides an overview of the institutional plans, projections, and resource requirements of each of the state's 17 community colleges. Appendices include definitions, enrollment and financial data, and information on the state's management information system. (HB)

ED 245 740

JC 840 357

Easton, John Q. And Others

National Study of Effective Community College

Teachers.

Pub Date—May 84

Note—21p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, Community Colleges, \*Teacher Behavior, \*Teacher Characteristics, \*Teacher Effectiveness, \*Teaching Methods, \*Teaching Skills, Two Year Colleges, Urban Education, \*Urban Teaching

A study was conducted in the City College of Chicago and replicated in three other urban community college districts to investigate the instructional methods of a sample of exceptional community college teachers and to look for alterable teaching behaviors and techniques that could be presented to other teachers who wanted to improve their teaching. The subject pool for the study included full-time and permanent part-time teachers of introductory English composition, biology, math, and social science courses who were identified by administrators as exemplary teachers and whose students had high achievement rates. Interviews conducted with 90 of these outstanding teachers revealed: (1) the effective teachers had a strong sense of educational and instructional goals and purposes which they transmitted to their students; (2) they showed respect for and interest in their students which was exemplified in their learning the students' names; (3) they encouraged student participation in the learning process by asking questions in class, arranging for students to work cooperatively with each other, and promoting active "hands on" learning; (4) they carefully observed their students' progress and achievement levels and used the information to adapt class instruction and plan individual remediation; and (5) the teachers had adapted well to the special conditions and circumstances of their colleges and developed a set of teaching techniques suited to the needs of their students. The interview schedule is appended. (HB)

ED 245 741

JC 840 358

Anandam, Kamala

Effectiveness of a Computerized Academic Alert

System on Student Performance.

Miami-Dade Community Coll., Fla.

Pub Date—Mar 84

Note—43p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Advising, Academic Persistence, Community Colleges, Computer Oriented Programs, \*Feedback, Grade Point Average, \*Student Attitudes, \*Teacher Attitudes, Two Year Colleges, Two Year College Students

Identifiers—\*Response System with Variable Pre-scriptions

A study was conducted at Miami-Dade Community College (MDCC) to assess the extent to which the college's computerized academic alert and advisement system, which advises students of their

academic progress halfway into the term, affected the students' academic achievement. The study sought to determine the effects of the system on students' grade point average (GPA), and on the number of credits they completed and dropped, and to examine the strengths and weaknesses of the academic alert system as perceived by students and faculty. All credit students attending MDCC in fall 1983 were assigned to either an experimental or a control group. Academic alert letters were mailed only to the experimental group. An analysis of the records of 32,564 students revealed: (1) the term GPA of the experimental group was significantly higher than that of the control group; (2) the control group dropped significantly more credit than the experimental group; and (3) 1% fewer students in the experimental group were placed on probation than in the control group. A second component of the study involved interviews conducted with 154 students from the experimental group and 172 students from the control group to determine students' feelings about the advisement system. More than 75% of the students in each group claimed that the most helpful method of finding out about their progress was directly from their instructors, but the majority felt the mid-term progress letters should be continued. A final aspect of the study involved a survey of 856 faculty members. Of the 420 responding instructors, 31.2% felt the system should be continued for all students, 13.6% felt it should be continued for certain students, and 23.3% felt it should be continued with certain modifications. The survey instruments are appended. (HB)

ED 245 742

JC 840 359

Spald, Robin L. Parsons, Michael H.

An Agenda for the 90's: Strategies and Tactics for Conducting an Effective Dislocated Worker Training Program.

Pub Date—2 Apr 84

Note—14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Dislocated Workers, \*Employment Programs, \*Program Development, \*Retraining, \*Student Problems, Two Year Colleges

Identifiers—\*Hagerstown Junior College MD

In August 1983, when the second largest employer in Washington County, Maryland, closed its plant, the local unemployment rate was 13%. The following month, Hagerstown Junior College (HJC) received \$50,000 in state funds to initiate a dislocated worker (DLW) program. The program included orientation by a counselor, diagnostic testing, and enrollment by the workers in credit or non-credit vocational programs. The displaced workers experienced a number of problems following their enrollment, including feelings of helplessness and hopelessness, difficulty in adapting to student life, and the constant need to look out for job opportunities. In recognition that it was not possible to develop the services this population needed through traditional college resources, the program was expanded later that fall. A 7-week "mini-semester" was developed for workers who were not able to enroll in the regular fall semester; a grant proposal sought funding for a DLW center to provide counseling, job survival skills, and a general support system; and a referral system among area service providers was developed. In spring 1984, 164 dislocated workers enrolled at HJC in vocational courses, regular credit programs, and specially designed short-term training programs. Some students were unable to complete the term as unemployment benefits ran out, and they were forced to take any available job. Lessons learned from the HJC experience underscored the importance of recruitment, support systems, program structure, and staff development. (HB)

ED 245 743

JC 840 360

Parsons, Michael H.

Vocational Education—The Right Stuff? Planning for Results.

Pub Date—Apr 84

Note—8p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, \*College Planning, Community Colleges, Decision Making,

\*Educational Change, \*Program Administration, Two Year Colleges, \*Vocational Education

Although vocational educators seem to be agreed on the priorities for their profession, research has found that the quality of vocational programs overall is highly variable and that the access of disadvantaged students to good programs is not ensured. The literature suggests that the challenges posed by new technologies and new clients, and a lack of effective problem-solving and decision-making strategies for managing change toward desired ends may be responsible for vocational educators' failure to achieve their objectives. A planning process which begins at the action-level and is responsible to local situations might serve as a strategy for realizing the potential of vocational education. The components of such a process would include the following: (1) define and prioritize the opportunities and challenges faced by the organizational unit over the next 6 to 18 months; (2) develop specific action plans to engage high-priority challenges and pursue high-priority opportunities; (3) set up controls in the form of periodic progress reviews to keep action plans on track; and (4) submit a financial summary as a cost-benefit analysis tool. This process, though demanding a new and unique approach to decision making, fits comfortably into existing institutional structures. (AYC)

ED 245 744

JC 840 361

Ostertag, Bruce A. Baker, Ronald E.

A Follow-Up Study of Learning Disabled Programs in California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jul 84

Note—67p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, \*Diagnostic Tests, \*Educational Diagnosis, \*Handicap Identification, \*Learning Disabilities, \*Program Descriptions, \*Special Programs, State Surveys, Two Year Colleges, Two Year College Students

Identifiers—\*California

A study was conducted to identify and describe the programs and services offered by California community colleges to meet the needs of learning disabled average (LDA) students. The survey of 106 California community colleges sought information on program characteristics, and on the identification and assessment methods employed by the colleges. Study findings, based on responses from 100% of the colleges, revealed: (1) over 80% of the colleges operated formal programs, while 12% provided informal services for their LDA student population; (2) 65% of the respondents identified themselves as LDA coordinator/specialist, while 29% indicated that they were the Coordinator/Enabler of Handicapped Services; (3) methods of meeting LDA students' educational needs included special classes, tutorial support, counseling, and other auxiliary services; (4) Individual Education Plans were maintained on over 91% of assisted LDA students in formal programs; (5) the average time an identified student received services from a formal LDA program was four semesters for 41% of the students, and two to three semesters for 34% of the students; (6) respondents indicated that 90% or more of the LDA referrals came from (in rank order) faculty, counselors, high schools, the Department of Rehabilitation, parents/relatives, and LDA students themselves. The study report includes comparisons with a similar study conducted in 1982. Appendices include the survey instrument and detailed results. (HB)

ED 245 745

JC 840 362

Meyer, Rita And Others

Desired General Education Competencies: A Corporate Perspective.

Pub Date—3 Apr 84

Note—14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Employer Attitudes, \*Employment Qualifications, \*General Education, \*School Business Relationship, Surveys, Two Year Colleges

A corporate perspective on the general education competencies expected of middle management and

technical personnel is provided and responded to in these three papers. First, Rita Meyer presents results from a study conducted by West Virginia Northern Community College to obtain the views of corporate managers on the general education competencies, skills, knowledge, attitudes, and values needed by successful managers and technical personnel. Highlights of the study of 28 managers of firms with more than 300 employees included: (1) the main desired competencies were factual communication skills, cognitive skills, and inquiry skills; (2) ethics/personal integrity and human relations/interpersonal skills were also considered essential competencies for managers; (3) 16 of the 28 respondents felt community colleges should include a greater percentage of general education courses than are currently offered; and (4) 11 respondents cited lack of interpersonal skills as the most common reason for firing an employee. In response to Meyer's presentation, Donald R. Donell argues for a joint business/academic effort in developing general competencies on the part of the entire workforce and explores the advantages of a well-educated labor force; and John Andes urges community colleges to be as concerned with the retention and promotion of their graduates in the work place as with their initial placement and employment. (HB)

ED 245 746

JC 840 363

de los Santos, Alfredo G., Jr.

**Excellent Teaching: The Need for a Corporate Value, or The Need to Add a Third "C" in Community College Teaching.**

Pub Date—24 May 84

Note—20p; Paper presented at the Annual Conference of the National Institute for Staff and Organizational Development on Teaching Excellence (6th, Austin, TX, May 22-25, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, \*Educational Objectives, \*Educational Quality, \*Organizational Change, \*Organizational Objectives, Two Year Colleges

In recent years, the literature on community college education has included little material on instructional quality in these institutions. This absence of a discussion of quality teaching indicates a serious weakness in community college education that could be remedied by taking some lessons from the corporate sector. Three characteristics have been found to contribute significantly to the success of major corporations: (1) concern for the needs of their customers; (2) productivity through people, that is, treating people as adults and partners, with respect and dignity; and (3) being driven by a set of fundamental values or beliefs. Applying these characteristics to community colleges would require an analysis of the composition of the student population and their needs, with special attention to the needs of women, minority, part-time, and older students; a definition of quality in terms of student needs; greater concern for the well-being of faculty; and the development of programs and services within the guidelines of an overarching set of beliefs guiding the activities of the institution. Though some may feel that the colleges are too far along in their development to instill a new corporate value, the goal of making excellence in teaching the predominant value in the community college can and must be adopted. (HB)

ED 245 747

JC 840 367

Academic Policy.

Chicago City Colleges, Ill.

Pub Date—24 Mar 84

Note—20p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Standards, Community Colleges, \*Eligibility, \*Grading, \*Student Financial Aid, Two Year Colleges

This statement outlines the academic policies of the City Colleges of Chicago. Part I outlines the Institution's academic standards, covering: (1) student class attendance; (2) the grading system; (3) mid-term grades; (4) the use of non-grade designations; i.e., administrative initiated withdrawal, auditor, no-show withdrawal, incomplete, and student initiated withdrawal; (5) cumulative grade point average; (6) minimum cumulative grade point average; (7) academic status; (8) academic warning; (9) exclusion; (10) course pursuit certification; (11) repeating courses; and (12) student revisions. Part II

establishes the standards for satisfactory academic progress required of students receiving financial aid as mandated by federal guidelines for financial aid eligibility which stipulate that standards be as rigorous or more rigorous than the standards required of non-financial aid students. This section includes information on requirements for grades and academic progress; program time frames; extensions in time frames due to enrollment in developmental, prerequisite, or repeated courses; program changes; and enrollment in courses extending beyond the 60-hour associate degrees, 30-hour advanced certificates, or 24-hour basic certificates. In addition, explanations are provided of requirements for course repeats and withdrawals; incompletes; and provisions for transfer and continuing students. Finally, procedures for evaluating mitigating circumstances and financial aid reinstatement are presented. (AYC)

ED 245 748

JC 840 368

Mitchell, Grace N.

**The Reverse Transfer, Lateral Transfer and First Time Community College Student: A Comparative Study.**

Pub Date—Feb 84

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Freshmen, \*College Transfer Students, Dropouts, Enrollment Influences, \*Student Characteristics, \*Student Educational Objectives, Two Year Colleges, \*Two Year College Students

Identifiers—\*Lateral Transfer Students, \*Reverse Transfer Students

A study was conducted to provide information on the educational, economic, and personal characteristics of students in the Los Rios Community College District (California) and to compare the characteristics of first-time students (FTS); students who transferred from other community colleges, including noncompleter lateral transfer students (NCLT) and completer lateral transfer students (CLT); and students who transferred from four-year institutions, including non-completer reverse transfer students (NCRT) and completer reverse transfer students (CRT). Questionnaires requesting information on students' demographic and educational characteristics, and reasons for attending college and for leaving their previous institution were completed by 10,196 students in the district. Study findings included the following: (1) the sample was 51% female, 30% minority, and evenly divided among three age groups (under 21, 22 to 30, and over 30); (2) 54.7% of the sample were first-time students, 25.7% were lateral transfer students, and 19.6% were reverse transfer students; (3) the FTS group reported taking more units than any other group and had the lowest grade point average; (4) the educational objectives of the CRT group were primarily occupational in nature, while the FTS and NCRT groups listed objectives related to transfer preparation, cost, personal growth, and occupational preparation; and (5) NCLT students left their previous institution for reasons related to mobility, while NCRT students listed academic reasons more frequently. (AYC)

ED 245 749

JC 840 369

**Evaluation of Community College Student Affirmative Action Transition Projects: A Report to the Legislature in Response to Assembly Bill 1305 (1981), Commission Report 83-36.**

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 83

Note—38p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affirmative Action, \*College Transfer Students, Community Colleges, Disabilities, Disadvantaged Youth, Dual Enrollment, \*Educational Counseling, \*Intercollegiate Cooperation, Internship Programs, Low Income Groups, Minority Groups, \*Nontraditional Students, Postsecondary Education, Program Descriptions, State Programs, \*Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—\*California

This six-part evaluative report describes and assesses three projects, funded by the Office of the Chancellor of the California Community Colleges, designed to facilitate the transition of low-income, minority, and handicapped students from two-

four-year colleges. Part One provides information on the legislative mandate and goals for the projects, evaluation procedures and limits, and the report. Part Two places the projects in the context of the transfer problems of underrepresented students and provides an overview of the characteristics of the three transition projects and the student participants. Parts Three through Five provide a detailed description of the three projects: (1) the Sacramento Student Transition Project, which recruited community college students throughout California to participate in work-experience internships in various state offices and to be enrolled at California State University, Sacramento; (2) the Merced-Mo desto-San Joaquin Delta Student Transition Project, which provided transition services for students at three community colleges and concurrent enrollment at California State College, Stanislaus; and (3) the San Diego Student Transition Project, which offered individual transition counseling and orientation seminars at four-year colleges. Each description includes information on achievement of goals, project administration, intersegmental cooperation, and institutional commitment. Finally, Part Six offers summary observations and conclusions. Responses to the evaluation are appended. (AYC)

ED 245 750

JC 840 371

Curriculum Competencies, 1984.

Delaware Technical and Community Coll., Dover.

Terry Campus.

Pub Date—Apr 84

Note—67p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Associate Degrees, Community Colleges, \*Competency Based Education, Cooperative Education, \*Educational Certificates, \*Minimum Competencies, \*Technical Education, Two Year Colleges

This manual specifies the skills and abilities possessed by the graduates of programs offered by the Terry Campus of Delaware Technical and Community College. First, introductory material discusses the college's competency-based philosophy and the efforts by faculty and administrators to criterion reference the competencies perceived by faculty to be relevant with those actually desired by employers. Then, competencies are enumerated for each program: Administrative Office Systems Technology with options in Accounting (Associate in Applied Science—AAS), Clerical Studies (Diploma), Information Processing (AAS), Executive Secretarial (AAS), Medical Office Assistant (Certificate), Stenographic Studies (Diploma), and Word Processing (Diploma); Aeronautical Science Technology with options in Aviation Management (AAS) and Flight (AAS); Business Administration Technology with options in Accounting (AAS), Banking (AAS), General Business (AAS), and Management and Marketing (AAS); Building Science Technology with options in Architectural Drafting (AAS and Diploma), Civil Engineering (AAS), Construction Management (AAS), Construction Studies (Diploma), Mechanical Drafting (Diploma), and Surveying Studies (Diploma); Criminal Justice (AAS); Data Processing (AAS); Computer Engineering (AAS); Electronics (AAS); Human Services (AAS); Electromechanical Engineering (AAS); and Practical Nursing (Diploma). Information on cooperative education options is included where applicable. (AYC)

ED 245 751

JC 840 372

**A Report on the Possible Influence of Economic Conditions in the Washington Metropolitan Area on Student Enrollment at Montgomery College.**

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date—Oct 83

Note—27p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Correlation, \*Economic Factors, \*Enrollment Influences, \*Enrollment Projections, Full Time Students, Part Time Students, \*Student Costs, Student Financial Aid, Two Year Colleges, \*Two Year College Students

A study was conducted at Montgomery College (MC) to investigate possible relationships between student enrollment and economic conditions and educational costs. The study methodology consisted of a correlation analysis and a time series multiple

regression model. The study developed mathematical equations for predicting fall semester enrollments for full- and part-time students in the following categories: county residents entering MC immediately after high school graduation; county residents entering MC for the first time 1 to 3 years after high school graduation; returning MC students; first-time students between the ages of 20 and 55; residents of other Maryland counties; and non-residents of Maryland. The independent variables in the study were population source, the unemployment rate, the consumer price index for the Washington metropolitan area, the tuition difference between MC and the University of Maryland, and the total amount of financial aid awarded to MC students. Study findings included: (1) of the five independent variables, only the total amount of financial aid awarded appeared to be highly correlated with student enrollment in a significant majority of the 12 student groups; (2) unemployment rate, consumer price index, and tuition difference did not significantly account for student enrollment variability in any of the 12 groups; and (3) only the equations which predicted out-of-state enrollments were found to have predictive validity. (AYC)

ED 245 752 JC 840 373

Use of College Facilities for Non-College and Non-Instructional College Activities. Montgomery Coll., Rockville, Md. Office of Institutional Research. Pub Date—Oct 83 Note—68p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage. Descriptors—\*College Buildings, Community Colleges, \*Community Services, \*Educational Facilities, \*Extracurricular Activities, Facility Utilization Research, \*Physical Education Facilities, \*Space Utilization, Two Year Colleges

As part of its continuing assessment of its impact on the community, Montgomery College conducted a study to determine the usage of various campus facilities by college and community groups over a four-month period between January 1, 1983 and April 30, 1983. Facilities officers on each of the college's three campuses were asked to complete usage forms indicating the type of facility (e.g., classroom, lecture hall, and gymnasium), the size of the facility, hours of use per day, number of times used, time of day facility was used, and the number of people involved. Information was collected for facility use for non-college purposes and for non-instructional college activities, with focus on group rather than individual usage. Study findings included the following: (1) diverse groups of people used campus facilities during the period for purposes including social events, academic pursuits, meetings, lectures, and performances; (2) regular campus buildings were used for non-college activities an average of 58 times per month; (3) non-college groups tended to schedule activities more often during the evening hours, while college groups tended to use the facilities more often during the day; (4) the average number of activities scheduled each month in physical education facilities was 473 for the non-college groups and 28 for the college groups; and (5) an average of 144 non-instructional college activities were scheduled in regular buildings each month. The study report includes findings for the college as a whole and each campus and the usage forms. (AYC)

ED 245 753 JC 840 374

Rates of Return on Investments in Education at Montgomery College: A Human Capital Study of All First-Time Students Enrolled during Fall 1980 and FY 1980 Graduates.

Montgomery Coll., Rockville, Md. Office of Institutional Research. Pub Date—Oct 83

Note—36p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Graduates, Economic Research, \*Employment Patterns, Financial Support, \*Human Capital, \*Outcomes of Education, Student Costs, Two Year Colleges, \*Two Year College Students

A human capital study was conducted at Montgomery College to assess the rate of return on educational expenditures by contrasting the future lifetime earnings of people with less education with

that of people with greater educational attainment. The study assessed the costs of education (e.g., for tuition and fees, books and supplies, foregone earnings, and transportation) and the benefits of attending community college in terms of earning differentials. Two groups of students were examined: all students who enrolled at Montgomery College for the first time in fall 1980 and all students who graduated from the college during fiscal year 1980. Rates of return were calculated for both groups based on attendance and employment patterns. Study findings included the following: (1) the cost of education for a male attending school full-time and working part-time included an average of \$3,640 in foregone earnings, \$859 in tuition and fees, \$286 in books and supplies, and \$1,020 in transportation; (2) the average student could expect a 25% rate of return on his/her investment in education; (3) the average rate of return for graduates was 33.8%, with a high of 64.8% for males who were attending college part-time and working full-time and a low of 12.7% for females who were unemployed and attending college part-time; (3) the average return to society for the investment in education was 18% for currently enrolled students and 25% for college graduates. (HB)

ED 245 754 JC 840 375

Mississippi Gulf Coast Junior College 1982-83 Annual Report.

Mississippi Gulf Coast Junior Coll., Perkinston. Pub Date—Aug 83

Note—99p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, College Faculty, College Programs, Community Characteristics, Community Colleges, Educational Finance, \*Educational Trends, Enrollment Trends, \*Institutional Characteristics, Student Personnel Services, Two Year Colleges, Two Year College Students

Developed to highlight the annual progress of Mississippi Gulf Coast Junior College (MGCJC) and to consolidate the statistical data relevant to the planning and reporting activities of the college, this report examines the achievements of the college during 1982-83 and presents longitudinal and current statistics describing college operations. Part I, the annual report of the president, focuses on MGCJC's instructional program, student development services, organization and administration, personnel, student accomplishments, and facilities. Part II contains sections detailing: (1) the history, organizational structure, and purposes and goals of the college; (2) the socioeconomic characteristics of the district, including data on demographics, educational characteristics, personal income, employment, and local economic growth; (3) educational programs and services; (4) institutional finances, including information on revenues and expenditures, and tuition and fees; (5) personnel; (6) enrollment trends from 1973-74 to 1982-83, and student credit hours generated. Appendices include information on faculty and administrative salaries. Data tables showing trends, current conditions, and projections are included. (AYC)

ED 245 755 JC 840 377

Jordan, Sue A. Results of the University of Oregon Student Transfer Questionnaire, 1982-83.

Lane Community Coll., Eugene, Ore. Pub Date—May 84

Note—57p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Articulation (Education), \*College Transfer Students, Community Colleges, Higher Education, \*Participant Satisfaction, State Universities, Student Attitudes, \*Student Characteristics, Student Personnel Services, Two Year Colleges

In spring 1983, a study was conducted to identify the problems and concerns of former Lane Community College (LCC) students who had transferred to the University of Oregon during the 1982-83 academic year. A five-page questionnaire was mailed to 312 former LCC students, requesting information on student characteristics, curriculum and articulation, and the availability of information on transfer and student personnel services. Study findings, based on responses from 54.6% of the students, included the following: (1) 77% of the former students

were attending the university full-time; (2) over half were enrolled in a program related to their major at LCC; (3) the two main reasons for enrolling at LCC were financial (75.2%) and preference for a community college for lower division work (51.6%); (4) of those students earning more than 90 credits at LCC, 80% had all of their credits accepted at the university; (5) while 60.6% of the students had a grade point average of at least 3.25 at LCC, only 39.5% maintained this average at the university; (6) 79.4% of the students were at least somewhat aware of the university requirements prior to transfer; and (7) the main suggestion for improving the transfer process was more individual contact with LCC counselors. Appendices include the survey instrument and student comments and suggestions. (HB)

ED 245 756 JC 840 378

Brown, Laurence A., Jr. Lane Community College Ten Year Student Enrollment Characteristics, Fall Terms 1973-74 through 1982-83.

Lane Community Coll., Eugene, Ore. Pub Date—Mar 84

Note—36p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, Community Colleges, Credit Courses, \*Enrollment Trends, Females, Full Time Equivalency, Full Time Students, Males, Minority Groups, Part Time Students, \*Student Characteristics, Two Year Colleges, \*Two Year College Students

An examination of enrollment data for 1973-74 through 1982-83 at Lane Community College (LCC) reveals the following trends: (1) the total 1982-83 full-time equivalent (FTE) enrollment was slightly less than one-third above that for 1973-74; (2) the increase of non-credit FTE over the 10-year period was somewhat greater than that for credit programs (44% vs. 29%); (3) unduplicated student headcount increased about 20%, though the increase among first-time students was only about 9%; (4) while male enrollments increased only 2%, female enrollments increased by 45%; (4) the number of students 21 years old or under increased less than 2%, while those over 61 increased by more than 120%; (5) the number of minority group students increased over the decade, but remained relatively small; (6) full-time enrollments increased by 16%, while part-time enrollments increased nearly 27%; (7) enrollments increased by one-third among students taking 1 to 3 units, remained about the same for those taking 4 to 9 units, increased by 14% for those taking 10 to 15 units, and increased by 50% for those taking 16 or more units; (8) in terms of high schools attended, the greatest increase was seen in out-of-district enrollments; and (9) out-of-state enrollments increased by 175%. The study report provides graphs, charts and tables showing enrollment trends, and provides a detailed analysis of these trends. (AYC)

ED 245 757 JC 840 379

Hodges, Daniel L. How to Teach Yourself Physical Skills: An Audio Tape for College Students with Some Introductory Comments and a Detailed Outline.

Lane Community Coll., Eugene, Ore. Pub Date—Jan 84

Note—35p.; This document may be used in place of the audiotape.

Available from—Daniel Hodges, Testing Office, Lane Community College, 4000 E. 30th Avenue, Eugene, OR 97405 (Audiotape only).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, \*Learning Strategies, Psychomotor Objectives, \*Psychomotor Skills, Self Help Programs, \*Skill Development, Two Year Colleges

This guide provides a detailed summary of the information, techniques, and examples offered in an audiotape developed to help students teach themselves physical skills. After section I introduces the topic and the objectives of the tape, section II provides concrete examples of adults learning motor skills. Section III presents and discusses nine general principles for learning physical skills which relate to: (1) correctly doing a sequence of actions, recognizing cues for beginning and stopping an action, recognizing the results of actions, knowing the standard for good results, comparing the results to the standard, and changing the actions if they do not conform to the standard; (2) observing a model per-



form a motor skill and imitating the behavior; (3) beginning to learn a physical task with the actions that are simple and slow, and with sensory cues and large areas or targets; (4) shaping behavior as a new skill is learned; (5) using prompts to begin learning a new skill; (6) getting high quality feedback on performance; (7) allowing oneself a short delay after getting feedback; (8) distributing practice time over shorter sessions; and (9) practicing under varied conditions. In section IV, advice is given on special topics including building up speed; correcting habitual mistakes and breaking bad habits; understanding what one can expect of oneself when learning physical skills, and using techniques involving games, competition, audiences, and striving. (HB)

ED 245 758 JC 840 380

Hodges, Daniel L.

**How to Lower Your Anxiety about Tests: An Edited Transcript of an Audio Tape for College Students—With an Outline and Introductory Comments.**

Lane Community Coll., Eugene, Oreg.

Pub Date—[84]

Note—33p.; This document may be used in place of the audiotape.

Available from—Daniel Hodges, Testing Office, Lane Community College, 4000 E. 30th Avenue, Eugene, OR 97405 (Audiotape only).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, \*Learning Strategies, \*Relaxation Training, Self Help Programs, \*Test Anxiety, \*Test Wiseness, Two Year Colleges

This guide provides an outline of the information and techniques covered on an audiotape developed to help students lower their test anxiety. First, a rationale for the development of the test anxiety materials is provided and the use of these materials at Lane Community College is discussed. Next, a detailed outline of the material is provided, dividing the tape into the following sections: (1) introduction to the problem of test anxiety, the tape, and the sources used in the development of the tape; (2) general facts about worry and anxiety; (3) how to feel safe and reduce test anxiety by, for example, imagining the worst, accepting it, and improving upon it and preparing self-talk and self-hypnotic affirmations; (4) how to lower the sense that danger is imminent; (5) how to get belief that you have enough resources to cope successfully with test questions; (6) how to form an over-riding goal and make the goal more important than escaping danger; (7) how to focus on stimulus so that you don't think of the test; (8) what to do if you try these things and you still feel anxious on the test; (9) what to do if nothing works and you are in a severe panic and cannot work at all; (10) a warning about the things that you may have to change about yourself in order to successfully lower test anxiety; and (11) parting advice about implementing the techniques and learning more. The edited transcript is presented last, providing additional detail and advice. (HB)

ED 245 759 JC 840 381

Hodges, Daniel L.

**How to Prepare for Tests and Take Them Effectively: What the Experts Say. An Audio Tape for College Students with a Detailed Outline and an Introduction.**

Lane Community Coll., Eugene, Oreg.

Pub Date—[84]

Note—18p.; This document may be used in place of the audiotape.

Available from—Daniel Hodges, Testing Office, Lane Community College, 4000 E. 30th Avenue, Eugene, OR 97405 (Audiotape only).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Learning Strategies, Memory, Self Help Programs, \*Study Skills, Test Coaching, \*Test Wiseness, Two Year Colleges

This guide provides a summary of the information and suggestions covered on an audiotape designed to help students prepare for and take tests. First, introductory material presents a rationale for the development of the testing skills materials and a discussion of their use at Lane Community College. Next, the objectives of the tape are specified and some common types of test questions are introduced. The following sections focus on pre-test strategies, covering getting useful information from the instructor, taking practice tests, studying in

ways that will increase memory at test time, allowing a latency period without studying before a test, avoiding physical conditions that slow down the mind, and helping oneself concentrate. Next, techniques are recommended for use during a test, including using scrap paper to jot down key information, surveying a test before beginning, reading questions and instructions carefully, trying to answer multiple choice questions before looking at the options, handling questions when one is uncertain about the answer, watching for key words, remembering information, handling a time limit, changing answers, writing something on essay questions even when very little is known, coping with tiredness and distracting thoughts, spotting clues in questions, and handling mechanical details accurately. Finally, advice is provided for things to do after the test in order to improve performance on the next exam. (HB)

ED 245 760 JC 840 382

Hodges, Daniel L.

**How to Use the Keyword Method to Memorize New Words Fast and Surely. An Audio Tape for College Students with a Detailed Outline and Introductory Comments.**

Lane Community Coll., Eugene, Oreg.

Pub Date—[84]

Note—12p.; This document may be used in place of the audiotape.

Available from—Daniel Hodges, Testing Office, Lane Community College, 4000 E. 30th Avenue, Eugene, OR 97405 (Audiotape only).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Learning Strategies, \*Memory, \*Mnemonics, Two Year Colleges, Visualization, \*Vocabulary Development, \*Vocabulary Skills

This guide summarizes the information and techniques presented on an audiotape designed to teach students to use the keyword method to memorize new words. First, introductory comments provide a rationale for the development of the materials and a discussion of their use at Lane Community College. Next, a summary is provided of the key word method, outlining the following steps: (1) study the term or concept and its meaning until you understand it; (2) choose a keyword (i.e., a word that sounds partly like the term you want to memorize); (3) make a vivid mental image of the keyword, not the original word; (4) make a vivid mental image of the definition; (5) make an interactive image of the keyword and the definition; (6) practice going from word to keyword to image and interactive image, and seeing the image of the definition and translating it into the definition's words; (7) repeat until correct; and (8) practice in reverse. The remainder of the guide provides: detailed description of the keyword method; examples; suggestions for selecting good keywords and making good imagery; information on common mistakes to avoid; practice exercises; and suggestions for individualizing the method. (HB)

ED 245 761 JC 840 383

Radcliffe, Susan K. Baxter, Cheryl L.

**Follow-Up of 1982 Graduates. Research Report**

Number 38.

Howard Community Coll., Columbia, MD. Office of Research and Planning.

Pub Date—May 84

Note—64p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Graduates, \*College Transfer Students, Community Colleges, Education Work Relationship, \*Employment Patterns, Followup Studies, Graduate Surveys, \*Participant Satisfaction, Questionnaires, Two Year Colleges, Vocational Followup

A study was conducted to provide descriptive data on 1982 graduates of Howard Community College (HCC) 6 months after graduation. A questionnaire requesting information on students' demographic characteristics, employment and transfer status, and satisfaction with HCC classroom instruction and preparation for transfer/employment was mailed to 253 students who graduated from HCC in 1982. In addition, employers were asked to rate graduates' preparation and performance in comparison with other employees. Study findings, based on responses from 169 (67%) graduates, included the following: (1) 218 associate

degrees and 35 certificates were awarded in 1982, with the majority (68%) in occupational programs; (2) 77% of the respondents were female and 15% were minority group members; (3) over 87% of the respondents reported they had achieved their goals, 95% were satisfied with the instruction in their programs, and almost 99% were satisfied with the quality of HCC; (4) as in previous years, the two major reasons for attending HCC were to prepare for a new career (30% of the respondents) and to prepare for transfer (28%); (5) 66% of the respondents whose goal was career entry were employed, and 87% of the employed graduates were working in a field related to their HCC major; (6) 33% of the employed graduates were working in the nursing field; and (7) 86% of the transfer-oriented students transferred to a four-year institution. The questionnaires are appended. (AYC)

ED 245 762 JC 840 384

Leslie, Judith W. And Others

**Welcome to IPP: Information Processing Plan for Pima Community College, 1984-1987.**

Pima Community Coll., Tucson, Ariz.

Pub Date—15 Feb 84

Note—131p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Planning, Community Colleges, \*Computer Oriented Programs, \*Data Processing, \*Information Systems, \*Management Information Systems, Program Costs, \*Program Development, Two Year Colleges

The Information Processing Planning (IPP) for Pima Community College for 1984-1987 is presented as a menu-driven computer program. First, the process of the development of the IPP is presented, including information on the college's computer task force, its membership, organization, goals, and focuses; on the purchase and upgrading of computer hardware at the college; and on the milestones achieved in software development. The conceptual bases for the development of IPP are presented next, including statements of the philosophy and definition of information processing and the goals of IPP in the areas of resources, competence, applications, and creativity. The ensuing sections provide summaries of needs, objectives, actions, and costs for various components of the IPP, including the instructional and administrative computing, personal computer, office automation, telecommunication and networking, and professional development and training components. Finally, a summary of the process of integrating information processing needs, total costs, priorities, implementation strategies, and results is presented. (HB)

ED 245 763 JC 840 385

Stengel, Jean Craig Richardson, Richard C.

**Faculty Commitment to Administrative Priorities.**

Pub Date—27 Apr 84

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Administration, \*College Faculty, Community Colleges, \*Faculty College Relationship, \*Organizational Objectives, \*Teacher Attitudes, \*Teacher Participation, Two Year Colleges

A study was conducted to examine the influence of administrative actions on levels of faculty commitment to administratively defined priorities. Previous research conducted in a large, urban, multi-campus community college district revealed four district goals: serving new clientele, strengthening developmental education, retaining students, and preparing students for entry-level jobs or improving job skills. In addition, seven administrative actions directed toward goal achievement were identified: planning, staff development programs, reorganization, reassigning staff, hiring new staff, evaluation, and resource allocation. A 62-item questionnaire, the Attitude Toward District Priority Inventory, was completed by 34% of the faculty members in the district (N=235), revealing their attitudes toward the four district goals, their perceptions of the administrative actions, and their self-reported participation in organizational activities. Study findings included the following: (1) faculty members who demonstrated the highest commitment to any of the four goals were involved

in organizational activities and attended district staff development activities; (2) for three of the four goals (i.e., commitment to serving new clientele, developmental education, and occupational education), committed faculty members were more likely to be female than male; and (3) faculty members committed to developmental education, student retention, and occupational education perceived progress toward achieving these goals in the district. (HB)

**ED 245 764** JC 840 386  
Hill, Earl A.

**A Study of Commitment to the Work Organization among Community College Teachers of Developmental/Remedial Courses.**

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, \*Faculty College Relationship, \*Faculty Mobility, \*Job Satisfaction, Remedial Instruction, \*Self Congruence, State Surveys, \*Teacher Morale, Teaching Experience, Two Year Colleges Identifiers—\*New York

A study was conducted to examine the job attitudes of public two-year college instructors of developmental/remedial courses. The study used a path-analytical theoretical model to examine the relationships among the instructors' self-role congruence and length of service (the independent variables); total job satisfaction and organizational commitment (the intervening variables); and propensity to leave the institution (the ultimate dependent variable). The study sample consisted of 562 public community college instructors in New York State who taught developmental/remedial courses as all or part of their work load. Study findings, based on survey responses from 244 instructors, revealed: (1) high levels of self-role congruence were associated with increased levels of total job satisfaction and organizational commitment; (2) self-role congruence, length of service, total job satisfaction, and organizational commitment were confirmed as important variables with reference to the desirability of staying with or leaving the college; and (3) the propensity to leave a position resulted directly from limited length of service, general job dissatisfaction, and decreases in organizational commitment and resulted indirectly from self-role incongruence and general dissatisfaction. The study report includes a review of related literature and a discussion of the implications of the findings for improving the work environment for developmental education teachers. (HB)

**ED 245 765** JC 840 387  
Alamoni, Lawrence M.

**Developing a Comprehensive System to Improve and Reward Instructional Effectiveness.**

Pub Date—31 Jul 80

Note—16p; Paper presented at the National Faculty Evaluation Project Workshop for Community Colleges (1st, Gainesville, FL, July 31, 1980).

Pub Type—Opinion Papers (120) — Speeches / Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, \*Evaluation Methods, Faculty Development, \*Faculty Evaluation, \*Merit Pay, Recognition (Achievement), \*Teacher Effectiveness, \*Teacher Improvement, Two Year Colleges In response to the problem of developing a comprehensive system of evaluation to improve and reward instructional effectiveness that is acceptable to both the academic and administrative arms of an institution, this paper presents a series of recommendations comprising a possible approach to the problem. After providing a rationale for a comprehensive faculty evaluation system and reviewing current practices, the elements of the proposed system are explored. These include: (1) methods of assessing instructional effectiveness, e.g., student evaluation of teacher performance, instructor self-evaluation, assessment of students' achievement rates, and peer evaluation; (2) methods of providing results to instructors in a manner that allows the easy and accurate identification of instructional problems as well as suggestions for solving such problems; (3) options the instructor should consider based on whether the evaluations are positive or negative, ranging from the placement of positive

assessments in departmental files for use in rank, pay, or tenure considerations to the development of instructional improvement plans and strategies; (4) implementation of the instructional improvement proposals for rectifying weaknesses identified during the assessment process; and (5) administrative procedures for considering instruction in the institutional reward system with evidence of teaching effectiveness weighted accordingly in a "teaching + research + service" equation for arriving at rank, pay, and tenure recommendations. (Author/HB)

**ED 245 766** JC 840 388  
Avila, Arthur Stevens, Thomas

**Educational Needs, Goals, and Resources: Planning Issues for the Los Angeles Community Colleges, 1984-89.**

Los Angeles Community Coll. District, Calif.

Pub Date—25 Jan 84

Note—48p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Planning, College Programs, \*Community Colleges, Educational Change, \*Educational Finance, \*Educational Needs, Educational Objectives, Financial Support, Long Range Planning, Multicampus Districts, \*Organizational Objectives, Two Year Colleges, Two Year College Students, Urban Education

Identifiers—\*Los Angeles Community Colleges CA Designed to aid in the planning process of the Los Angeles Community College District (LACCD) for 1984-1989, this report assesses educational and resource needs; discusses the community college mission and functions; and points to changing directions in educational programs and services in the district during the coming years. Introductory material presents the purposes of the report, a retrospective view of California's community colleges, an overview of the LACCD, and conclusions and recommendations. Next, an assessment of educational needs is provided, covering the areas of population and enrollment growth; changes in student characteristics in terms of ethnicity, age, and educational levels; economic and social changes; employment trends; and educational and staffing needs. Next, the community college mission and functions are discussed, with special focus on the educational philosophy of the LACCD. Then, the direction of change in educational programs and services is considered with respect to evaluation and planning objectives; the transfer, vocational, remedial, and guidance functions; general education; community services; and instructional and institutional support. Next, the resource needs of the district's colleges are specified, including the need for a stable funding mechanism, flexibility in funding sources, equity, funding guidelines, support of enrollment growth, and assistance in recovery from recent budgets. Finally, a summary and conclusions are presented. (HB)

**ED 245 767** JC 840 389  
The 1984 Research Report to the Texas Association of Junior and Community College Instructional Administrators. Junior and Community College Research: Texas, 1983-84.

Texas Association of Junior and Community Coll. Instructional Administrators.

Pub Date—Jun 84

Note—72p; Prepared by the Research Committee. Funded in part by the Association of Former Students of Texas A&M University.

Pub Type—Reports - Research (143) — Tests / Questionnaires (160) — Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Administrators, \*Cognitive Style, College Administration, \*College Faculty, \*College Instruction, \*Community Colleges, Institutional Research, Nursing Education, \*Psychological Characteristics, Teaching Methods, \*Two Year College Students Identifiers—Texas

Reports and abstracts of research studies conducted by members of the Research Committee of the Texas Association of Junior and Community College Instructional Administrators are provided. Section I presents the following reports: "A Learner Analysis Experiment: Cognitive Style versus Learning Style in Undergraduate Nursing Education," by Charles M. Cranston and Barclay McCort of Amarillo College; "A Study of Faculty Status in Texas Junior and/or Community Colleges," by James W. Tunnell of East Texas State University; and

"Psychological Traits of Community College Students and Their Media Preferences," by Dayton Roberts of Texas Tech University. Section II contains abstracts of 15 studies, which focus on student withdrawal from health occupations courses; the adoption of computer-assisted management information systems; the capital construction funding decision process for Wyoming's community colleges; an integrative process for strategic and operational planning, and resource allocation; job satisfaction of college faculty; the academic performance and persistence of vocational-technical students; administrator burnout; leadership competencies for development educators; teaching problem solving in physics; vocational choice of community college students; the history of Houston Community College; branch and parent campus relations; self-actualization and teaching effectiveness among community college instructors; Hispanic student retention; and faculty evaluation techniques. Part III lists dissertation/thesis titles of University of Texas at Austin students. (AYC)

**ED 245 768** JC 840 390  
Interdisciplinary Studies Program. Introduction to Teacher's Guide.

Valencia Community Coll., Orlando, Fla.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—31 May 84

Grant—EH-20175-82

Note—22p; For related documents, see JC 840 391-394.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Gains, College Curriculum, Community Colleges, \*Core Curriculum, \*General Education, \*Interdisciplinary Approach, Program Descriptions, \*Program Development, Two Year Colleges

An introduction is provided to the Interdisciplinary Studies (IDS) Program at Valencia Community College (VCC), a 2-year general education core curriculum divided into four courses. A description of VCC is followed by an overview of the program, which integrates the arts, philosophy, religion, English, mathematics, social sciences, and physical sciences in a chronological framework which examines the major developments in the evolution of human knowledge. Next, a rationale and brief history of the program are presented, followed by a statement of its general goals, i.e., knowledge and intellectual development. Next, an outline is provided of the units of each of the four courses, which focus on: (1) the evolution of abstract thinking and critical inquiry during the Classical Greek period; (2) the Judeo-Christian world view, the scientific revolution, and the development of states; (3) the growth of the capitalist economy and its philosophical products from 1800 to 1950; and (4) the effects of modern science and technology and the direction in which it is taking mankind. The next section focuses on the methodology employed in the program and lists 18 reasoning competencies addressed. Testing and grading procedures are discussed prior to an enumeration of the responsibilities of staff and students. Finally, information is presented on the performance of IDS program graduates on the College Outcome Measures Project test. (AYC)

**ED 245 769** JC 840 391  
Interdisciplinary Studies Program. Teacher's Guide: Part I.

Valencia Community Coll., Orlando, Fla.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—31 May 84

Grant—EH-20175-82

Note—186p; For related documents, see JC 840 390-394.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Art, \*Communication Skills, Course Content, Course Objectives, General Education, \*Greek Civilization, \*Interdisciplinary Approach, Logic, Mythology, Philosophy, Science History, Sciences

This teacher's guide was developed for the first of four courses in Valencia Community College's Interdisciplinary Studies Program, a 2-year core general education curriculum which chronologically examines the major developments in the evolution of human knowledge. The guide provides an introductory overview of the semester's topic (i.e., the evolution of abstract thinking and critical inquiry

during the Classical Greek period); introduces each unit; discusses each topic within each unit, including information on methodology and main points to be stressed; and provides student papers showing the work in each unit. The units of the course are: (1) Developing Reading, Reasoning, Speaking, and Writing Skills, covering topics such as identifying, defining, and applying concepts; (2) Logic, focusing on the forms and functions of logic and using logic in reading, reasoning, speaking, and writing; (3) The Golden Age of Athens, exploring the architecture, sculpture, philosophy, politics, and literature of the period; (4) The Decline of Athens, looking at the loss of idealism as reflected in architecture, sculpture, philosophy, politics and literature; (5) Greek Philosophy, drawing together the works of a variety of Greek thinkers and underscoring the theme of Greek rationalism; (6) The Mythic Dimension, contrasting the philosophical approach to life with the mythic approach to life; and (7) Greek Science, sampling works of the earliest Greek scientists through those of the late Hellenistic period. (AYC)

ED 245 770 JC 840 392  
Interdisciplinary Studies Program. Teacher's Guide: Part II.

Valencia Community Coll., Orlando, Fla.  
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—31 May 84

Grant—EH-20175-82

Note—189p; For related documents, see JC 840 390-394.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Christianity, Community Colleges, Course Content, Course Objectives, European History, General Education, Humanism, \*Interdisciplinary Approach, Philosophy, Political Science, Science History, Two Year Colleges, \*Western Civilization

This teacher's guide was developed for the second of four courses in Valencia Community College's Interdisciplinary Studies Program, a 2-year core general education curriculum which chronologically examines the major developments in the evolution of human knowledge. The guide provides an introductory overview of the semester's topic (i.e., the foundations of modern thought laid in the Medieval period, Renaissance, Reformation and Counter-Reformation); introduces each unit; discusses each topic within each unit, including information on methodology and main points to be stressed; and provides student papers showing the work in each unit. The units of the course are: (1) A Theological World View, which includes an introduction to Judeo-Christian religion and its influence on Western culture during the Medieval period; (2) Theological Humanism, which traces the birth and development of the Renaissance; (3) Religious Backlash—Scientific Progress, which looks at the Protestant Reformation through the eyes of Martin Luther and the Catholic Counter-Reformation through the eyes of St. Teresa de Avila and St. Ignatius Loyola, and considers the scientific discoveries of the day; (4) The Old State vs. The New State, during which the study of the complete texts of "The Prince," by Machiavelli; "Macbeth," by Shakespeare; "Candide," by Voltaire; and "Second Treatise on Government," by John Locke introduce students to various aspects of government; and (5) Science Creates a New World, which includes the philosophy and discoveries of Descartes, Bacon, and Newton. (AYC)

ED 245 771 JC 840 393  
Interdisciplinary Studies Program. Teacher's Guide: Part III.

Valencia Community Coll., Orlando, Fla.  
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—31 May 84

Grant—EH-20175-82

Note—195p; For related documents, see JC 840 390-394.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Colleges, Course Content, Course Objectives, Epistemology, \*Existentialism, \*General Education, \*Interdisciplinary Approach, Nineteenth Century Literature, \*Philosophy, \*Psychology, Relativity, Social Science Research, Student Research, Two Year Colleges, \*Western Civilization

This teacher's guide was developed for the third of four courses in Valencia Community College's

Interdisciplinary Studies program, a 2-year core general education curriculum which chronologically examines the major developments in the evolution of human knowledge. The guide provides an introductory overview of the course's topic (i.e., Western intellectual history from 1800 to 1950 traced through the themes of the nature of objective and subjective knowledge); introduces each unit; discusses each topic within each unit, including information on methodology and main points to be stressed; and provides student papers showing the work in each unit. The units of the course are: (1) Determinism and Indeterminism, in which objectivity and subjectivity are examined through the writings, paintings, and music of some of the most famous 19th century figures; (2) Major Theories in Modern Psychology, which is devoted to four founders of modern psychology: Freud, Adler, Jung, and Skinner; (3) A Social Science Research Report, which focuses on analyzing data, reviewing literature, and mastering report writing; (4) Relativity and Its Effects, which explores the discoveries of Albert Einstein, discusses their philosophical implications, and shows that these implications were picked up and interpreted in painting, music, and poetry; and (5) Existentialism, which examines the period from World War I through World War II and looks at existentialism in psychology, philosophy, and film. (AYC)

ED 245 772 JC 840 394  
Interdisciplinary Studies Program. Teacher's Guide: Part IV.

Valencia Community Coll., Orlando, Fla.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—31 May 84

Grant—EH20175-82

Note—119p; For related documents, see JC 840 390-393.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, Course Content, Course Objectives, Film Study, General Education, \*Interdisciplinary Approach, Literary Criticism, \*Literature, Non Western Civilization, Novels, Physics, Religion, Science Fiction, Student Research, Two Year Colleges, \*Western Civilization

This teacher's guide was developed for the last of four courses in Valencia Community College's Interdisciplinary Studies program, a 2-year core general education curriculum which chronologically examines the major developments in the evolution of human knowledge. The guide provides an introductory overview of the semester's content (i.e., the careful study of four books and the writing of a critical, literary research paper); introduces each unit; discusses each topic within each unit, including information on methodology and main points to be stressed; and provides student papers showing the work in each unit. The units of the course cover: (1) "Zen and the Art of Motorcycle Maintenance," by Robert Persig; (2) Writing a Critical, Literary Research Paper, during which class time is devoted to selecting a workable topic, finding information in the library, organizing information, and creating a final paper; (3) study of William Golding's "Lord of the Flies" in both print and film; (4) study of "The Tao of Physics," by Fritjof Capra, which introduces a discussion of developments in modern physics and their influence on new patterns of thinking in the Western world; and an introduction to Hinduism, Buddhism, and Taoism through religious texts; and (5) study of "Dune," by Frank Herbert. (AYC)

ED 245 773 JC 840 395

Alfred, Richard L., Ed. And Others

Emerging Roles for Community College Leaders.

New Directions for Community Colleges, Number 46.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-988-9

Pub Date—Jun 84

Contract—400-83-0030

Note—129p.

Available from—Jossey-Bass Inc., Publishers, 433

California St., San Francisco, CA 94104 (\$8.95).

Journal Cit—New Directions for Community Colleges; v12 n2 1984

Pub Type—Reports - Descriptive (141) - Opinion

Papers (120) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Education, \*Administrator Role, \*College Administration, \*College Presidents, \*Community Colleges, \*Educational Change, \*Leadership, Two Year Colleges

This collection of essays describes changes in the environment of leadership for community colleges and considers methods for identifying and developing future leaders. The first section contains articles describing the current context for leadership, including "Maximizing Institutional Responsiveness to Changing Environmental Conditions," by Richard L. Alfred; "Management Challenges, Principles, and Strategies for the 1980's," by Richard C. Richardson, Jr.; and "Meeting the Challenges with New Leadership Development Programs," by Paul A. Elsner. The second section focuses on the provision of effective leadership in an era of transition, presenting "Dimensions of Change Confronting Institutional Leaders," by Robert H. McCabe; "Leadership and Community Change," by Joshua L. Smith; "New Relationships with Government, Business, and Industry," by John M. Terrey; and "Leadership and Technological Innovation," by Ronald W. Bush and W. Clark Ames. The final section addresses the theme of developing community college leaders for tomorrow in the essays "Defining and Locating Effective Leaders," by Margaret MacTavish; "Tapping Neglected Leadership Sources," by Judith S. Eaton; "Developing Leaders through Graduate Education," by Thomas W. Fryer, Jr.; and "Building Leadership Expertise through On-the-Job Experience," by R. Jan LeCroy. Finally, Jim Palmer reviews ERIC literature dealing with the community college presidency. (AYC)

ED 245 774 JC 840 396

Collins, John J.

A Basis for Planning. Students: Who Shall Be

Served? Programs: What Shall Be Taught?

Toppensh School District, WA.

Pub Date—Apr 84

Note—191p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Standards, College Curriculum, \*College Planning, Community Colleges, Demography, Educational Facilities, Educational Finance, \*Educational Trends, \*Enrollment Projections, \*Enrollment Trends, Financial Support, \*Long Range Planning, Multicampus Districts, Postsecondary Education, Student Personnel Services, Trend Analysis, Two Year Colleges, \*Two Year College Students

Intended to serve as the basis for program and service planning in the Kern Community College District (KCCD) through the turn of the century, this report provides an analysis of internal and external conditions likely to affect the planning process. First, introductory material discusses strategic planning, the mission of the KCCD, assumptions, and major conclusions and recommendations. The next seven chapters focus on the internal characteristics of the KCCD and its colleges, examining: (1) college service areas in the district and the impact of geography; (2) baccalaureate, occupational, and basic skills curricula; counseling and community services; enrollment data; and special groups served; (3) characteristics of student populations (e.g., age, full-/part-time enrollment, ethnicity, sex, degrees and certificates); (4) certificated and classified personnel; (5) financial considerations, such as revenue and expenditures per average daily attendance, reserves, categorical funding, student fees, and central office expenditures; (6) existing and needed facilities and equipment; and (7) qualifications and standards for continued enrollment and limits on units. The last three chapters examine the external conditions that affect the institution, including demographic trends, the challenge of other educational institutions and delivery systems, and the economic factors likely to affect programs and services in the district. Each chapter includes a section devoted to the questions raised by highlighted trends and recommended actions. (HB)

ED 245 775 JC 840 397

A Study of Benefits and Selected Salaries of

California Community College Districts.

Kern Community Coll. District, Bakersfield, Calif.

Pub Date—84

Note—14p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.



**Descriptors**—\*College Faculty, \*Community Colleges, Compensation (Remuneration), Degrees (Academic), School District Spending, State Surveys, \*Teacher Employment Benefits, \*Teacher Salaries, Two Year Colleges  
**Identifiers**—\*California

In 1984, a study was conducted to assess the overall fringe benefit programs of California's 70 community college districts and to determine the total dollar amounts paid to certificated employees. A questionnaire requesting fringe benefit and salary information was mailed in January to the 70 districts, providing data which, with the 1983-84 salary schedules of the districts, were used to determine compensation. Averages were calculated for fringe benefits, salary, and total compensation at three salary levels (minimum salary with a masters degree, maximum salary without a doctorate, and maximum salary with a doctorate) and compared with figures for Spring 1983. Study findings included the following: (1) 16 districts used a "cafeteria plan," allowing the employee a choice of options for the expenditure of a specific amount of money set aside for fringe benefits; (2) 56 districts provided health insurance for employees and their dependents; (3) 36 districts offered long-term disability or income protection; (4) 63 districts provided dental insurance, 55 life insurance, and 31 vision insurance; (5) 2 districts offered tax-sheltered annuities; and (6) total compensation increased an average of 3.51% between 1983 and 1984. The study report includes tables showing dollar amounts for certificated employee fringe benefits by district; and rankings of districts according to fringe benefits and minimum salary with masters degree, without doctorate, and with doctorate.

ED 245 776 JC 840 398

Collins, John J. Scott, David

**Baccalaureate Courses at Bakersfield College:**

Alive and Well in 1984. An Analysis of Enrollments, Persistence, Purpose and Performance.

Pub Date—Apr 84

Note—24p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—\*Academic Achievement, Academic Persistence, \*College Transfer Students, Community Colleges, Enrollment Trends, School Surveys, \*Student Educational Objectives, \*Transfer Programs, Two Year Colleges, \*Two Year College Students, \*Undergraduate Study

In response to charges that the transfer programs of California's community colleges are not functioning well, this report examines the role and operation of baccalaureate-level courses at Bakersfield College (BC). Introductory material outlines the multiple purposes served by baccalaureate-level courses in California's community colleges and highlights the mission of these institutions. Next, an examination of baccalaureate-level courses at BC presents data on the proportion of students enrolling in and completing these courses; the number of students transferring from community colleges to the University of California (UC) and the California State University (CSU); reasons for the decline in transfer rates; the proportion of BC students in baccalaureate-level courses transferring to the UC and CSU systems; and the academic performance of BC students in the CSU system. Following this are sections discussing the "open door" philosophy of California's community colleges; the effects of recent financial cutbacks on student enrollments and student educational objectives; and the societal objectives involved in training people to the baccalaureate level. The next section presents an examination of students' reasons for enrolling at BC and for enrolling in the college's baccalaureate-level courses. Finally, conclusions are presented, among them that about two-thirds of the students at BC are enrolled in baccalaureate-level courses for many different reasons, including, but certainly not limited to, transferring credits to a four-year institution. The student questionnaire is appended. (HB)

ED 245 777 JC 840 399

MATC Fact Book, 1983-84, Semester 1.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

Pub Date—[84]

Note—129p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

**Descriptors**—\*College Faculty, Community Characteristics, \*Educational Trends, \*Enrollment Trends, Full Time Equivalency, High School Graduates, \*Institutional Characteristics, Technical Institutes, Two Year Colleges, \*Two Year College Students

Designed as a standardized source of institutional data for planning, this factbook provides statistics on faculty and staff, enrollments, and programs and courses for the Milwaukee Area Technical College (MATC) for 1983-84 and for previous years. The report presents: (1) institutional data on MATC class sizes, square footage, and room categories; (2) faculty/staff data, including information on age, district employment trends between 1973 and 1983, sex and ethnic background; (3) full-time equivalent (FTE) enrollment data; (4) follow-up data on local high school graduates from 1972 to 1982; (5) MATC student data for 1982-83; (6) information on district enrollments in associate degree and college-parallel programs by day and evening enrollment, instructional division, ethnic group, sex, residence, high school attended, and region; (7) enrollment data for the South Campus Center, North Campus Center, Milwaukee Campus, and West Campus Center; and (8) information on the district population, including percent of minorities in the district and percent enrolled at MATC, population estimates, and population projections. Highlighted findings include an increase in annual FTE's between 1981-82 and 1982-83 of 6%, a decrease in first-semester evening headcount enrollment, an increase in minority enrollments, and an increase in the median age of MATC full-time faculty. (HB)

ED 245 778 JC 840 400

Roberts, Keith J.

MATC Machine Shop '84: Specific Skill Needs

Assessment for Machine Shops in the Milwaukee Area.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

Pub Date—Apr 84

Note—69p. Prepared in cooperation with the Machine Shop Department in the Industrial Division at Milwaukee Area Technical College.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

**Descriptors**—\*Computers, \*Educational Needs, \*Employer Attitudes, \*Employment Projections, \*Machine Tool Operators, Machine Tools, \*Manufacturing Industry, Needs Assessment, \*Occupational Information

Building on previous research on the future skill needs of workers in southeastern Wisconsin, a study was conducted at Milwaukee Area Technical College (MATC) to gather information on the machine tool industry in the Milwaukee area. Interviews were conducted by MATC Machine Shop and Tool and Die faculty with representatives from 135 machine shops, ranging in size from those employing less than 10 operators to those employing over 100 operators. The interviews focused on the nature of the machine tools currently used and projected to be used in 5 years, current and projected employment figures, and the skills that MATC students should have to prepare them for work in machine shops in 1989. Study findings included the following: (1) machine shops of all sizes were evolving toward greater use of computer-controlled machines, with the larger shops currently using more of these machines and projecting greater needs for employees with skills in operating this equipment; (2) the smaller shops appeared to be more optimistic about growth, projecting an increase of 43% in the number of machine tool operators on conventional machines in the next 5 years and an increase of 363% in operators on computer-controlled machines; and (3) respondents indicated a need for employees who could operate multiple machine tools and who had some exposure to computerized operations. Recommendations for program development and information on specific skill needs of employers are included in the report. (HB)

ED 245 779 PS 014 036

Barden, R. Christopher And Others  
**Factors Governing the Effective Remediation of Negative Affect and Its Cognitive and Behavioral Consequences.**

Spona Agency—Minnesota Univ., Minneapolis; National Science Foundation, Washington, D.C.

Pub Date—[83]

Grant—NSF-BNS-78-09108; NSF-BNS-79-21027

Note—42p.

Available from—R. Christopher Barden, Dept. of Psychology, Southern Methodist University, 310 Hyer Hall, Dallas, TX 75275

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—\*Altruism, \*Cognitive Processes, Depression (Psychology), Elementary Education, \*Elementary School Students, \*Emotional Experience

**Identifiers**—Facial Expressions, \*Induced Affect, \*Induced Mental Imagery, Maintenance Behavior, Remediation (Psychology)

A study was conducted in which negative affective states were induced in children by one of several different types of cognition or experience. Subjects were 150 second-grade children, evenly divided by sex, from suburban elementary schools. In particular, cognitive induction procedures involved children's thinking about negative events that might happen to them or to others; experiential induction procedures provided children with an actual aversive social experience or with an occasion to observe another child undergoing a similar aversive experience. Induction procedures were followed by positive remedial inductions, in which the content was social acceptance and the process either did or did not match that of the negative induction. To assess effects of negative inductions and positive remediations, measures were taken of children's subsequent altruistic behavior and of their cognitive abilities as measured by performance on a block-design task. In addition, self-reports of affective social experience were recorded, and videotapes were made of children's facial expressions during the procedures. Except for negative self-cognitions, results indicated that behavioral and cognitive consequences of negative emotion were alleviated when the positive remediation was of the same type as the original induction. Emotional expressions were consistently positive following remediation. Results were considered in terms of differing processes for maintaining negative emotion as a function of the character of induction, and implications for understanding clinical depression in children were noted. (Author/RH)

ED 245 780 PS 014 048

The Best of BES: Basic Educational Skills Materials.

Basic Educational Skills Project, Oak Ridge, TN;

Southwest Educational Development Lab., Austin, Tex.

Spona Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Pub Date—Oct 83

Grant—ACYF-90-CW692

Note—80p. For related documents, see PS 014

049-58 and SO 015 276.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Non-Classroom (055) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

**Descriptors**—\*Basic Skills, Elementary Education,

Guidelines, Instructional Development, \*Instructional Materials, Parent Participation, Program

Descriptions, \*Teacher Developed Materials

**Identifiers**—\*Basic Educational Skills Project, Developmental Continuity, \*Project Head Start

In 1978, the Administration for Children, Youth, and Families, through its Head Start program, designed and implemented the Basic Educational Skills (BES) project to foster Head Start children's readiness for school and their subsequent achievement in elementary school. The purpose of this document is to disseminate elementary-level BES materials. After a brief introduction describing the BES project and its four program elements, a chart is provided to illustrate the 19 items selected as being "the best of BES." The chart indicates the location of the site at which the material was developed, the title of the material, content (in the form of a brief annotation), and the BES elements addressed. To assist in putting the information to use, a separate section offers an "implementation framework" for each of the items. These frameworks indicate which site produced the material, title, intended users, purpose, required resources, intended use, necessary staff development, availability of consultant (if any), availability of materials, possible outcomes, and costs. Another supplementary chart provides names and addresses of contact

PS

persons and lists 16 additional BES items. Appendixes list regional offices and advisory panel members and provide names and addresses of early childhood education specialists trained to use the selected materials. (RH)

ED 245 781

PS 014 049

Garey, Carolyn

**An Early Childhood Program: A Continuing Development Involving Many Changes. The Best of BES—Basic Educational Skills Project.**

Basic Educational Skills Project, Oak Ridge, TN.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—Sep 82

Note—120p.; For related documents, see PS 014 048-58.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Techniques, Early Childhood Education, Kindergarten, \*Kindergarten Children, \*Learning Activities, \*Staff Development, \*Teacher Improvement, \*Teaching Methods

Identifiers—Basic Educational Skills Project

Focusing on staff development activities, this paper describes the process kindergarten teachers in one elementary school went through during a 3-year period as they transferred knowledge from staff development activities to classroom implementation. The development process included participation in workshops, assistance of a staff developer, observations of children and classrooms, discussions, and feedback. Topics selected for staff development training were chosen because of their importance in developing a program for early childhood. In the area of teaching management, these activities included child study and observation, room arrangement, scheduling, planning, selecting and using materials, teacher-made materials, and parent involvement. In the area of teaching strategies, the topics included learning centers, group meetings, flannel boards, and block building. Subject area topics focused on developing responsibility, language experience, mathematics, drama, art, movement, and science. In many topic area sections, discussion of the topic is followed by suggestions for kindergarten learning activities. A bibliography lists books about activities for young children, various curriculum areas, early childhood, learning centers, making instructional materials, observing children, parent involvement, room arrangement, specific teaching methods, and staff development. (RH)

ED 245 782

PS 014 050

**Oral Language Program: An Activity Resource Guide. For Teachers. By Teachers: Head Start to Grade 6. The Best of BES—Basic Educational Skills Materials.**

Southwest Educational Development Lab., Austin, Tex.; Toppish School District, WA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—81

Note—615p.; For related documents, see PS 014 048-58.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Basic Skills, Early Childhood Education, Elementary Education, \*Elementary School Students, \*Kindergarten Children, Language Experience Approach, \*Language Skills, \*Learning Activities, \*Oral Language, \*Preschool Children

Identifiers—Basic Educational Skills Project, Project Head Start

Described in this manual are numerous skills-based oral language activities for Head Start and kindergarten children and for students in first through sixth grades. Activities are sequentially organized at four levels; all levels include activities in the areas of auditory discrimination, auditory memory, communication, syntax, description, and explanation. Comprehension, dramatization, storytelling/narration, and extension activities are provided for the second-through fourth-grade levels. In addition, elaboration activities are indicated for first-through third-grade levels, expansion activities are described for third- and fourth-grade levels, direction-following and conceptualization activities are provided for first- and second-grade levels, and labeling and narration activities are indicated for the first-grade level. Each activity sheet mentions the learning objective, procedures, evaluation criterion, and needed materials. The activities described have

been designed for all students and are intended for use in large and small group instructional settings. It is also suggested that, with minimal modifications, they may be used in the bilingual classroom. (RH)

ED 245 783

PS 014 051

**Preschool through 2nd Grade Learning Activities Designed for Parents to Make and Play with Their Children. The Best of BES—Basic Educational Skills Materials.**

Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—83

Grant—ACYF-307704

Note—151p.; For related documents, see PS 014 048-58. Prepared by staff of Head Start of the Lehigh Valley and the Easton Area School District.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Basic Skills, Educational Objectives, Grade 1, Grade 2, Kindergarten, \*Language Acquisition, \*Learning Activities, \*Mathematics, Parent Materials, \*Parent Participation, Prereading Experience, Preschool Education, Primary Education, Writing Readiness, \*Young Children

Identifiers—Basic Educational Skills Project

This book was written to help parents understand and enhance their children's development in mathematics and language. The first section sets forth basic learning goals in mathematics and language for preschool and kindergarten children and students in the first and second grades. The second section provides approximately 100 language and math activities for preschool through second-grade children and their parents. Each activity includes a statement of objectives, a list of materials needed, directions for making materials and playing, and suggested ways to vary the activity. (RH)

ED 245 784

PS 014 052

Gavin, Anne

**Gesell Screening Guide. The Best of BES—Basic Educational Skills Material.**

Southwest Educational Development Lab., Austin, Tex.; Toppish School District, WA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—May 83

Note—84p.; For related documents, see PS 014 048-58. Some pages were removed because of copyright restrictions.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Developmental Continuity, \*Kindergarten Children, \*Parent School Relationship, \*Preschool Curriculum, Primary Education, \*School Readiness Tests, \*Transitional Programs

Identifiers—Basic Educational Skills Project, \*Gesell Institute of Child Development CT, Project Head Start

The six sections of this guide offer information to teachers about the Gesell Screening and Developmental Placement Program for children entering kindergarten at Lincoln School, Toppish, Washington. After a brief description of the Gesell program, Section I outlines aspects of planning the screening program, specifically discussing the coordinator and screening committee, data gathering, time line, roles, and responsibilities. Section II focuses on the screening process, a standardized approach to screening, and recordkeeping. Section III reports school district placement policies, providing discussion of school district policies and continuity between the Lincoln School and preschool staff. Also included are descriptions and copies of the Head Start Child Progress Report/Special Services Report and forms for irregular placement. Section IV describes parent involvement, specifically discussing parent information and awareness announcements, kindergarten orientations for parents and children, a Gesell screening information meeting for parents, ways to answer parents' questions, and guidelines for conducting parent conferences. Section V states goals of the prekindergarten classroom for those who score low on the screening test and describes the prekindergarten learning environment. Finally, section VI provides additional resources for teachers. (RH)

ED 245 785

PS 014 053

Rustling, Ruth And Others

**Your Child and Problem Solving, Math and Science. Getting Involved Workshop Guide: A Manual for the Parent Group Trainer. The Best of BES—Basic Educational Skills Materials.**

Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—83

Grant—ACYF-307704

Note—31p.; For related documents, see PS 014 048-58.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Early Childhood Education, Guidelines, \*Learning Activities, \*Mathematics, Parent Education, \*Parent Workshops, \*Problem Solving, \*Science Activities, Teaching Guides, Trainers, \*Young Children

Identifiers—Basic Educational Skills Project, Hands on Experience

This manual offers detailed guidelines for parent group trainers who conduct workshops on problem solving, math, and science for parents of young children. In addition, discussion starters, a list of hands-on activities, directions for drawing and using a poster, and learning activities for children are described. Counting books are briefly discussed, and number books and science activities are listed. (RH)

ED 245 786

PS 014 054

Perret, Daniel A. And Others

**Learning Attitudes. Getting Involved Workshop Guide: A Manual for the Parent Group Trainer. The Best of BES—Basic Educational Skills Materials.**

Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—83

Grant—ACYF-307704

Note—35p.; For related documents, see PS 014 048-58. For first-grade activity sheets, see PS 014 057. Prepared by the staff of Head Start of the Lehigh Valley and the Easton Area School District.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Childhood Attitudes, Early Childhood Education, Educational Planning, Guidelines, \*Learning Activities, Parent Education, \*Parent Role, \*Parent Workshops, \*Self Esteem, Teaching Guides, Trainers, \*Young Children

Identifiers—Basic Educational Skills Project, Positive Attitudes

Detailed guidelines for conducting a workshop on attitudes toward learning are offered to parent group trainers. The purpose of the workshop is to help parents help their children feel good about learning. Featured are a discussion of the importance of attitudes toward learning, the relationship of attitudes to self-esteem, hands-on learning activities, directions for making and using posters, tips to parents on children's education, 65 ways for parents to say "good for you," and things to do at home to help children feel good about themselves. (RH)

ED 245 787

PS 014 055

Perret, Daniel A.

**Your Child and Play/TV. Getting Involved Workshop Guide. A Manual for the Parent Group Trainer. The Best of BES—Basic Educational Skills Materials.**

Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—83

Grant—ACYF-307704

Note—52p.; For related documents, see PS 014 048-58. For first-grade activity sheets, see PS 014 057. Prepared by the staff of Head Start of the Lehigh Valley and the Easton Area School District.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Early Childhood Education, Guidelines, \*Learning Activities, Parent Education, Parent Materials, \*Parent Workshops, \*Play, Teaching Guides, \*Television Viewing, Trainers, \*Young Children

Identifiers—Basic Educational Skills Project,

**Hands On Experience**

Containing many handouts for parents, this manual for parent group trainers provides guidelines for conducting workshops on the nature and value of young children's play and on regulating children's television viewing. In addition to the guidelines, the manual offers basic information about play, suggests hands-on activities, and provides a list of materials needed to set up play stations. A separate section of handouts provides parents with suggestions and guidelines for playing with their children in ways that help them acquire new skills. The material concerning television includes, in handout form, a list of criteria for television program selection and home-activity charts for determining how much time per week individuals watch television and how much time they engage in other activities. (RH)

**ED 245 788****PS 014 056**

Perrett, Daniel A.

**Your Child and Language, Reading, Writing, Getting Involved Workshop Guide: A Manual for the Parent Group Trainer. The Best of BES—Basic Educational Skills Materials.**

Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—83

Grant—ACYF-307704

Note—37p.; For related documents, see PS 014 048-58. For first-grade activity sheets, see PS 014 057. Prepared by the staff of Head Start of the Lehigh Valley and the Easton Area School District.

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Early Childhood Education, Guidelines, Infants, \*Language Acquisition, \*Learning Activities, Parent Education, \*Parent Workshops, \*Prereading Experience, Reading Materials, Teaching Guides, Trainers, \*Writing Readiness, Young Children

Identifiers—Basic Educational Skills Project, Toddlers

Detailed guidelines are provided for parent group trainers who conduct workshops on language and communication, pre-reading, and pre-writing for parents of young children. In addition, many handouts for parents are presented in the manual, including information on: ways to help infants, toddlers, and preschool children listen and talk, reading and writing readiness experiences, and alphabet games. Listed are several books for children and 100 things a child can read other than books and magazines. (RH)

**ED 245 789****PS 014 057**

**Home Secrets. Lessons for First Grade. The Best of BES—Basic Educational Skills Materials.**

Southwest Educational Development Lab., Austin, Tex.; Toppensish School District, WA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—[83]

Note—45p.; For related documents, see PS 014 048-58. For another "Home Secrets" document, see PS 014 058.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Basic Skills, \*Elementary School Students, Grade 1, Home Programs, \*Learning Activities, \*Parent Participation

Identifiers—Basic Educational Skills Project, \*Home Secrets Program, National Diffusion Network Programs, \*Parent as a Teacher, Project Head Start

Part of the Home Secrets Program for children in Head Start preschool programs and the first four elementary grades, this packet of 18 teacher-developed activity sheets is intended for use at home by parents and their first-graders. Activities include color and shape games, cut/trace/paste activities, word games, stories, writing, health activities, math activities, and others. Each activity is designed to be 10 to 15 minutes in duration. (RH)

**ED 245 790****PS 014 058**

**Home Secrets. The Best of BES—Basic Educational Skills Materials.**

Southwest Educational Development Lab., Austin, Tex.; Toppensish School District, WA.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Pub Date—83

Note—90p.; For related documents, see PS 014 048-57. For first-grade activity sheets, see PS 014 057. Some pages included in the appendices are written in both English and Spanish.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Early Childhood Education, Elementary Education, \*Home Programs, Learning Activities, \*Parent Participation, \*Program Effectiveness, \*Program Evaluation, \*Program Implementation, Public Schools

Identifiers—Basic Educational Skills Project, \*Home Secrets Program, National Diffusion Network Programs, \*Project Head Start

This report describes the development, implementation, and evaluation of the Home Secrets Program, in which parents of Head Start through fourth-grade students are invited to work with their children at home using a packet of teacher-developed activity sheets. Packets are available for each grade level; to receive them, parents must attend meetings to review activities, discuss the rationale for the activities, and address questions to the group leader. After a description of the program, discussion focuses on factors affecting implementation, both in school districts and in Head Start settings. The planning of parent-training sessions is also discussed. As described in the report, impact was evaluated in terms of the program's ability to meet major objectives and the probability of program continuation. Findings are discussed along with the results of informal surveys of teachers and parents. In conclusion, recommendations are offered for participating school districts and Head Start centers. Related materials, including a trainer's guide and evaluation tally sheets, are appended. (RH)

**ED 245 791****PS 014 300**

Bernal, Ernest M.

**Assessing Language Minority Students in the New Follow Through.**

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—[81]

Contract—NIE-P-80-0162

Note—42p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Achievement Tests, Bilingual Education, Bilingual Education Programs, Early Childhood Education, \*Language Proficiency, Language Tests, Limited English Speaking, Models, Non English Speaking, \*Research Needs, State of the Art Reviews, \*Student Evaluation, Teacher Evaluation, Test Bias, \*Test Interpretation, \*Test Validity

Identifiers—New Follow Through Program, Project Follow Through

Focusing on the assessment needs of language minority students in the early elementary years and on the evaluation of programs servicing them, this discussion directs specific attention toward accommodating language minority students in the New Follow Through Program. Introductory remarks offer recommendations for developing New Follow Through models for culturally and linguistically integrated settings and for developing tests for English-proficient and limited-English-proficiency children. The first major section describes the state of the art in assessing language minority students.

Several ways tests are misused are pointed out and language proficiency assessment, testing school achievement, and teacher assessments are discussed. The second major section examines variables thought to be important in describing programs for language minority students and in studying the relationships of such programs to various student characteristics and local conditions. Model, program, classroom, and student variables are specified and discussed in terms of problems associated with instrumentation and measurement and with respect to measuring variables of interest. The final section identifies problem areas associated with the evaluation of bilingual programs. It is concluded that the inclusion of language minority students in the New Follow Through Program poses challenges and opportunities for curricular, psychometric, and evaluative innovation. (RH)

**ED 245 792****PS 014 301**

Williams, Leslie R. Cruikshank, Susan B.

**Assessing the Adequacy of the Implementation of a Program Innovation: An Exploration of Meth-**

ods Used in Selected Preschool Settings in Relation to Research on Change in the Elementary School. Follow Through Planning: Strand One.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—15 Jan 81

Contract—NIE-P-80-0198

Note—38p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bilingual Education Programs, Comparative Analysis, Early Childhood Education, \*Educational Innovation, \*Elementary Education, Multicultural Education, \*Preschool Education, \*Program Evaluation, \*Program Implementation, \*Research Methodology, Research Utilization

Identifiers—Critical Analysis, \*Project Follow Through, Project Head Start

In order to contribute to the refinement of methods for assessing the adequacy of program implementation, this study investigated data collection efforts made during the implementation of ALERTA, a bilingual, multicultural preschool curriculum model. Comparisons of results are made with those of previously conducted studies of program implementation in elementary schools. To aid comparison, the discussion is organized into four sections. The first section reviews a representative sample of the literature on innovative implementation in the elementary school. The review provides a framework for interpreting the following description of preschool innovation. The second section briefly describes the ALERTA program and presents the plan used for assessing the adequacy of its implementation. Also included in this section are samples of the descriptions resulting from data-gathering efforts. The third section discusses, in relation to existing research in the elementary school, strengths and weaknesses of the methods used to assess the adequacy of ALERTA's implementation. The fourth section concludes with recommendations offered to Follow Through planners considering assessment of the adequacy of program implementation. (RH)

**ED 245 793****PS 014 303**

Smithberg, Lorraine

**Follow Through: Illusion and Paradox in Educational Experimentation.**

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 81

Note—70p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adults, \*Beliefs, Children, Early Childhood Education, Educational Change, \*Educational Experiments, Models, Program Descriptions, \*Program Evaluation, \*Program Implementation, Research Design, \*Research Methodology, Research Needs, School Districts, Values

Identifiers—Bank Street College of Education NY, \*Program Modification, \*Project Follow Through, Sponsors

The culmination of many years of implementing and analyzing the Bank Street model in Project Follow Through, this paper provides an extensive discussion of controversial and problematic issues related to the program and reviews what has been learned at Bank Street as a result of experience with Follow Through. Recommendations for program development and evaluation are offered along with suggestions for the design of future research efforts. The first section of the discussion indicates the significance of Follow Through; explores discrepancies between perceptions of the value and impact of the program; points out three illusions of the public concerning education; and discusses three paradoxes concerning belief systems, models, and program evaluation. The second section reviews old concepts reaffirmed and new concepts attained concerning children, adults, school systems, and sponsorship. It is recommended that, in the future, Follow Through include provisions for studying belief systems and for building in resources for documentation and dissemination, and foster inquiry into processes. In addition, it is suggested that the limitations of evaluation be acknowledged and the service component of the program be legitimized. Appended are program analysis materials used in implementing the model, a description of the model, and a flow chart of the change process in a local school system. (RH)



## ED 245 794

PS 014 307

David, Jane L.

## Making Evaluations of Follow Through Useful to Decision Makers.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Contract—NIE-P-80-0166

Note—31p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Case Studies, Data Analysis, Data Collection, Early Childhood Education, Educational Experiments, \*Intervention, Pilot Projects, \*Program Evaluation, \*Program Implementation, Research Design, \*Research Methodology, \*Research Problems, Sampling

Identifiers—Context Effect, \*Multiple Case Study Approach, \*Project Follow Through

After a brief introduction indicating the value of the first Follow Through evaluation, this document offers ideas about how a new wave of Follow Through approaches should be evaluated. The discussion is based on the premise that the form of an evaluation must be derived from the questions for which answers are sought, the audience(s) to whom the results are directed, what is known about the treatment under investigation, and the size and shape of the treatment. It is asserted that local decisionmakers are the primary audience of interest, that their information needs justify the need to understand the process of implementation and change, and that such contextual information is relevant to federal program designers. Considerations pertinent to the design of a pilot intervention program are addressed. Subsequent discussion indicates limitations of experimental and ethnographic approaches in producing evaluation information and proposes a multiple case study approach as a way of minimizing weaknesses of traditional approaches. Specific attention is given to (1) building a conceptual framework that establishes the topics on which data will be collected and that presents the context in which data should be interpreted; (2) sample selection strategies; (3) the data collection strategy; and (4) stages of data analysis. In conclusion, recommendations are offered for the design of a pilot Follow Through program implementation and evaluation. (RH)

## ED 245 795

PS 014 308

McNamara, Thomas C.

## Charting the Course of Implementation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 81

Contract—NIE-P-80-0184

Note—62p.; Paper prepared at the request of the National Institute of Education: Follow Through Planning Strand Two: Search for Future Through Approaches; Research/Methodological Issues.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Early Childhood Education, Models, \*Program Evaluation, \*Program Implementation, Socialization

Identifiers—Judicial Evaluation Approach, \*Project Follow Through, Sponsors, \*Theoretic Orientation

The purpose of this paper is, generally, to discuss issues related to the evaluation of implementation and, specifically, to provide practical advice about Follow Through implementation and its evaluation. First, the discussion explores philosophical and theoretical assumptions regarding (1) the nature of implementation and evaluation; (2) realities of implementation as a unique form of socialization; and (3) approaches to evaluation that are compatible with the specified realities of implementation. Non-mechanistic, non-reductionistic philosophical assumptions and consonant theoretical positions are favored. Next, a discussion of realities of implementation provides a perspective on Follow Through evaluation efforts, analyzes implementation as socialization, and offers recommendations concerning the future of Follow Through. The concluding discussion of evaluation offers a concrete proposal for the evaluation of implementation. While many compatible evaluation strategies are listed, the judicial evaluation model is seen as the single approach most compatible with implementation realities, and a combined documenting and judicial evaluation approach is recommended. Briefly addressed are the inferential dimension of educational measures and the importance of Follow Through model sponsors.

Appended is a rationale for a national Follow Through database that specifies needed categories of information and evaluation/research strategies. Also appended is a list of elements of child data and site descriptor computer files to be maintained at each Follow Through location. (RH)

## ED 245 796

PS 014 314

Caldwell, Bettye M.

## What is Quality Child Care?

Pub Date—Nov 83

Note—22p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Criteria, \*Day Care, Definitions, Early Childhood Education, \*Educational Needs, \*Quality of Life, \*Research Needs, \*Standards

Identifiers—\*National Association Educ of Young Children

Professional child care is a comprehensive service to children and families that supplements the care children receive from their families. Need for such care will vary quantitatively as a function of demographic characteristics of the family. Child care programs can and do vary in quality, but all must foster the development of the whole child. Differences in types of services needed by children from different family settings are more a matter of degree than kind. Criteria for quality child care have been developed with the participation of the membership of the National Association for the Education of Young Children (NAEYC); these criteria will grow and be modified as experience with the accreditation process is gained. It can be stated with confidence that professional child care need not have negative cognitive or socioemotional consequences for children. However, the field needs formative evaluations to guide programs and summative evaluations to educate the public about the contribution the profession makes to the quality of life for children and families in America. Three additional goals of NAEYC are to build better linkages between the child care subsystem and other human service programs, to identify uniquely positive experiences that could be associated with child care, and to make a major commitment to study both the processes and products of child care programs. (RH)

## ED 245 797

PS 014 318

Vituro, Frank Robert, Michele

## Observational Acquisition of Conservation after Modeled Imitation or Counter-Imitation.

Pub Date—Jul 83

Note—30p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (7th, Munich, West Germany, July 31-August 4, 1983).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Comprehension, \*Conservation (Concept), \*Elementary School Students, Foreign Countries, Grade 1, \*Imitation, \*Modeling (Psychology), \*Observational Learning, Performance Factors, Pretests Posttests, Primary Education, \*Training

Identifiers—\*Anticipation, Canada

A study was conducted to investigate the respective contributions of personal and social factors (initial competence and imitation of modeled responses) in children's observational learning of conservation. Subjects included 180 first-grade non-conservers from six schools attended by French-speaking middle class pupils. All subjects failed conservation tasks at pretesting; half failed anticipation tasks. Anticipators and nonanticipators were subsequently exposed to one of five pretraining conditions emphasizing (1) generalized imitation of modeled responses different from those suggesting conservation; (2) generalized counter-imitation; or (3) one of three control situations (neutralization pretraining, sensitization period, or no pretraining). Conservation was then demonstrated to all subjects. During the demonstration, one-third of the children were asked to repeat modeled conservation responses after each problem, while an equal number rested during pauses. For the remaining third, no pause interrupted the demonstration. Posttesting was conducted immediately following the demonstration and 4 weeks later. As predicted, performance of anticipators surpassed that of

nonanticipators, who showed no progress at all. For anticipators, imitation pretraining provided optimal benefits. Moreover, rehearsal manipulation had no influence on performance. These results were considered in light of a hypothesized sequence of imitation and comprehension processes, the evolution of which is modified by the non-conservers' cognitive preparation and the situational encouragement of imitation. (Author/RH)

## ED 245 798

PS 014 319

Caldwell, Bettye M.

## Child Development and Cultural Diversity.

Pub Date—Aug 83

Note—8p.; Based on paper presented at the OMEP World Assembly (Geneva, Switzerland, August 16, 1983).

Journal Cit—Future 8; p6-12, Aut 1983.

Pub Type—Journal Articles (080) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Advocacy, \*Child Development, Childhood Needs, Children's Rights, Cognitive Style, \*Cultural Differences, \*Cultural Influences, Developmental Stages, Environmental Influences, \*Individual Characteristics, Parent Influence, Social Environment

Each child is to some extent like all children, to some extent like some children, and to some extent like no other child. There are at least three sets of universals that characterize children: (1) they have the same needs and rights; (2) they go through the same developmental stages; and (3) they have essentially the same developmental goals, even though these goals will be manifest in different ways within each cultural group. Commonalities exist among children growing up within certain social and cultural groups, making them similar to some children and highlighting the extent to which they are different from others. These commonalities include patterns of social and physical environmental experiences to which children are exposed, developmental end points that can be observed in different settings, and cognitive styles that characterize children's approaches to situations in which they must arrive at deductions about the proper relationship between figure and ground. Each child is unique in terms of genetic potential, sensory capacity, history of reinforcement, ability to relate to other people, energy level, temperament, interests, motivation, and many other characteristics. Those who would be advocates for children should adopt a global perspective, respect and preserve the unique cultural heritage of all children, and respect and foster individuality. (RH)

## ED 245 799

PS 014 333

Carlson, Bob

## Do High Quality Children's Centers Share Characteristics of Effective Schools? A Description of Four High Quality Children's Centers. Evaluation Report No. 438.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—Aug 83

Note—108p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Comparative Analysis, \*Early Childhood Education, \*Educational Quality, \*Elementary Schools, \*Institutional Characteristics, Kindergarten, Preschool Education, Primary Education, Program Evaluation, Questionnaires, \*School Effectiveness

Identifiers—\*Los Angeles Unified School District CA

A study was conducted to determine whether five factors characteristic of effective elementary schools were also characteristic of four high quality children's centers in the Los Angeles Unified School District. Investigation also attempted to ascertain how the factors were operationalized at these centers. Specifically, the five factors were (1) an instructional emphasis on basic skills; (2) ongoing diagnosis and assessment of pupil progress; (3) strong administrative leadership; (4) a safe, orderly school climate conducive to instruction; and (5) high teacher expectations for pupil achievement. Data collection took place over a period of 10 weeks and included questionnaires, interviews, reviews of records, and observations. It was found that the five factors identified as being characteristic of effective schools also seemed to be present at the children's centers. The factors were found to have been operationalized in numerous ways; some were common to three or four centers, while others were unique to

one or two. A variety of specific organizational and instructional practices were related to the five factors and seemed to contribute to the quality of centers. (Effective school practices are listed, and related materials, including several measures used in the study, are appended.) (RH)

**ED 245 800 PS 014 335**  
Where Schools Stand.

National Committee for Citizens in Education, Columbia, Md.

Pub Date—Sep 83

Note—17p.

Journal Cit—Network (Supplement); Sep 1983.

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advocacy, \*Citizen Participation, \*Community Action, \*Educational Improvement, \*Educational Policy, \*Educational Resources, Elementary Secondary Education, Guidelines

This supplement summarizes the National Commission on Excellence in Education's final report "A Nation at Risk: The Imperative for Educational Reform" and offers guidelines for citizens interested in forming their own commission on excellence. Resource organizations and publications for local commissions are listed. Theses and recommendations of the report of the Twentieth Century Fund's Task Force on Federal Elementary and Secondary Education Policy, the report of the Education Commission of the States' Task Force on Education for Economic Growth, and the College Board's statement concerning academic preparation for college are succinctly recounted. The supplement also contains a letter describing the reception of the reports and provides editorial commentary urging citizens to upgrade the nation's schools. (RH)

**ED 245 801 PS 014 336**  
Shanker, Albert

Albert Shanker's Address to the AFT Convention (1983).

American Federation of Teachers, Washington, D.C.

Pub Date—83

Note—23p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Competence, Discipline, \*Educational Improvement, Educational Policy, Elementary Secondary Education, \*Leadership Responsibility, Merit Pay, Tax Credits, Teacher Administrator Relationship, \*Teachers, \*Teacher Salaries, Tuition, \*Unions

Identifiers—\*American Federation of Teachers, National Education Association

Two major events affecting American education as a whole are the recent Supreme Court decision on tuition tax credits and the appearance of reports that have placed education at the top of the national agenda. A third major development is the appreciation of the teacher as essential to education, an orientation that has arisen from the awareness that prospective teachers may be less competent than their predecessors. Recent reports indicating ways America's schools can be improved bring educators very powerful and needed allies who can make a real difference. We members of the American Federation of Teachers (AFT) must show a willingness to move cooperatively in the direction of these reports. In a time of sweeping changes, organizations and individuals willing to participate, to compromise, and to talk will not be swept away. We should support entry level tests for future teachers, higher teacher salaries, and strong student discipline. While we should oppose traditional merit pay, we should be open to certain master teacher plans and measures eliminating traditional types of authority and teacher supervision in schools. The AFT continues to support efforts to reinvigorate compensatory education. This organization should show America that we support reform efforts on the national agenda; the stakes are not just education or the union, but the future of the nation. (RH)

**ED 245 802 PS 014 337**  
Shanker, Albert

Address by Albert Shanker, National Press Club Luncheon (Washington, District of Columbia, September 12, 1983).

Pub Date—12 Sep 83

Note—24p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Change, \*Educational Improvement, Educational Policy, Elementary Secondary Education, Merit Pay, Public Schools, \*Tax Credits, \*Teacher Qualifications, \*Teacher Salaries, Teacher Welfare, \*Tuition

Identifiers—American Federation of Teachers, Reagan Administration

The current movement for educational reform follows earlier realizations that the nation's industry and infrastructures have been neglected. President Reagan has responded inadequately to the crisis in education, and Americans will not accept Reagan administration initiatives that do not continue and expand existing successful programs, such as those involving students targeted by Title I (now Chapter 1) and Head Start. Ninety-nine percent of the changes in education proposed in recent reports critical of the present system should not be proposed at all, for most concern matters of common sense that should always inform educational practices. But, because we have moved far away from where we should be, educational reforms are needed, especially as concern proposals of merit pay and differential pay for teachers, the Minnesota Supreme Court's approval of a form of tuition tax credit or deductions, and the issue of teacher quality. With regard to acquiring talented teachers, schools must offer competitive salaries and remove violent, disturbed, or disruptive students from classrooms. In addition, they must allow teachers to teach subjects in which they have training, reduce excessive workloads, and modernize the administrative structure of schools. (A transcript of the question-and-answer session following the address is included.) (RH)

**ED 245 803 PS 014 340**  
Hines, Rebecca Pena Riley, Mary Tom

The Texas CDA Resource Model.

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

Spons Agency—Department of Health and Human Services, Dallas, TX. Region 6.

Pub Date—81

Grant—H-9912

Note—246p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Bibliographies, Career Development, Certification, \*Child Caregivers, College Role, \*Competency Based Teacher Education, Directories, Early Childhood Education, \*Evaluation Criteria, Performance Factors, Postsecondary Education, Preschool Teachers, Program Descriptions, \*Staff Role, Student Evaluation, \*Training

Identifiers—\*CDA, Child Development Associate, Project Head Start, Texas, \*University Consortium CDA Resource Model

To facilitate program replication, this document comprehensively describes the University Consortium's (UC) Child Development Associate (CDA) resource model for Head Start training in Texas. Additionally, the discussion serves as a guide to the total UC-CDA modeling process for all Head Start grantees and associated institutions. Seven chapters respectively (1) explain the structure and function of UC; (2) describe the resource model; (3) list and describe CDA training criteria to which training sponsored by the UC-CDA resource model should conform; (4) discuss steps in the UC-CDA resource model process; (5) specify staffing requirements of the model; (6) discuss the assessment of CDA interns; and (7) describe the Texas certificate of training and outline the UC certificate assessment process. Appended are the following items: a directory of Texas Head Start programs, a map and a list of UC-CDA cooperating institutions of higher education, a list of competency standards designed for use by local assessment teams, a summary of long-term regulations for the introduction of CDA's into Head Start, excerpts from the handbook for Head Start career development committees, a CDA trainee booklet, sample observation forms and field supervision discussion sheets, a draft bibliography of CDA training materials, a chart of CDA competencies and their equivalent Head Start performance standards, guidelines for the parent/community representative, and various additional forms. (RH)

**ED 245 804 PS 014 342**  
Levine, Harold

Address Delivered by Harold Levine, Chairman, Levine Huntley Schmidt & Beaver at Business and Public Schools Conference (Washington,

District of Columbia, January 25, 1984).

Pub Date—25 Jan 84

Note—14p.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Responsibility, Computers, Elementary Secondary Education, Guidelines, Information Networks, Instruction, Legal Education, Principals, Program Descriptions, Public Education, Publicity, \*School Business Relationship

Identifiers—\*New York Alliance for the Public Schools

It is argued in this discussion that, in order to attain a higher level of excellence in education, American business can and must play a far more important role than simply sponsoring or supporting individual projects on a rather sporadic and ad hoc basis. Ten suggestions are offered concerning ways American business can set the climate for excellence in education. Subsequently, four major programs of the New York Alliance for the Public Schools are described, including (1) efforts to train school principals to be instructional leaders, (2) a law program for high school students, (3) provision of a computerized data bank identifying the areas of specialization of more than 1,700 university faculty and enabling contact between classroom teachers and university professors, and (4) a privately funded public information campaign designed to close the gap between public perceptions of the New York City public schools and the actual levels of achievement in those schools. (RH)

**ED 245 805 PS 014 343**  
Spodek, Bernard

The Past as Prologue: Exploring the Historic Roots of Present Day Concerns in Early Childhood Education.

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum, \*Early Childhood Education, Early Reading, Educational History, Females, \*Kindergarten, \*School Entrance Age, \*Social Change

Identifiers—\*Knowledge, Professionalism, \*Social Roles

In contrast to a common set of roles or definitions, it is a common sense of mission that unifies practitioners in the field of early childhood education. Successful missions in time become transformed into organizational sagas that capture the allegiance and commitment of a group. Early childhood educators can increase their commitment to the field and its mission by immersing themselves in its saga, thereby strengthening their identity with members. The saga of early childhood education includes such still-relevant issues as (1) when children should start formal schooling; (2) the extent to which kindergarten experiences should include academic or preacademic content; (3) the extent to which early childhood education functions as an agent of social change; (4) what the role of women in contemporary American society should be; and (5) changing conceptions of knowledge and content in early childhood education. Professionalism in early childhood educators also is rooted in this sense of mission and in the saga of early childhood education. (RH)

**ED 245 806 PS 014 346**  
Miller, Susan Anderson

Increasing Communication between Parents and Student Clinicians in a Preschool Speech Program through Implementation of Parent Meetings and Newsletters.

Pub Date—Mar 83

Note—219p.; Ed.D. Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Intervention, Meetings, Newsletters, Parent Participation, Parent Role, \*Parent Teacher Cooperation, Practicums, \*Preschool Children, Preschool Education, \*Scheduling, \*Speech Therapy, \*Therapists

Identifiers—\*Student Clinicians

Student speech clinicians adhered to very rigid schedules in order to service a wide variety of clients and gain a range of experiences in many set-

tings. As a result, it was often difficult for adequate communication to take place between the student diagnostic speech clinician and the parents of the 10 preschool children enrolled in the speech program at the Kutztown State College Early Learning Center (Pennsylvania). A review of the literature indicated that parent/staff communication was an important influence on children's development. Therefore, a practicum was designed to address the problem. It was proposed that parents, as a result of informational training from the clinician, would assume a more prominent role in their child's therapy. Additionally, meaningful communication between parents and clinicians would be increased. To attain these objectives a two-phase series of four, one-hour monthly luncheon meetings and a monthly newsletter system was instituted. The newsletter supplemented the meetings and relayed information to those parents unable to attend meetings. Pre- and post-evaluation questionnaires were constructed and administered to parents to ascertain whether they had assumed a more prominent role in their child's therapy. Results indicated that all goals of the practicum were attained. Participants unanimously recommended that the meetings and newsletter be continued. (RH)

ED 245 809 PS 014 352

**Beck, Patricia Ann**  
Early Childhood Education: Teacher Behaviors  
from a Cross Cultural Perspective.

Pub Date—[76]  
Note—19p.  
Pub Type—Opinion Papers (120)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Classroom Communication, Cross Cultural Studies, \*Early Childhood Education, Financial Support, Foreign Countries, Nonverbal Communication, Student Teacher Ratio, \*Teacher Behavior, Teacher Education, \*Teaching Methods, \*Verbal Communication  
Identifiers—China, England, Israel, Seychelles

Reported in this document are observations of early childhood education in England, Israel, Seychelles, and China. Specifically, observations focus on (1) teacher behavior, including behavior toward individuals, small groups, and large groups or whole classes; (2) teacher demonstration behaviors; (3) teacher verbal and nonverbal behaviors, such as physical proximity to students, responses to children's requests, verbal elaboration, requests for children's responses, and interventions intended to help children respond. With the exception of the Chinese, comparison revealed considerable similarity in educational systems designed for the child from 3 to 8 years of age. Chinese schooling was found to be far more group- and recitation-oriented than the other systems observed. Although techniques in most schools were similar, the extent of their use varied considerably. Concluding remarks comment on school organization and administration, briefly describing pupil/teacher ratio, teacher training, and financial support. (RH)

ED 245 808 PS 014 365

**Hayes, A. And Others**  
Special Preschools: Monitoring a Pilot Project.  
Volume I: Project Report.  
Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.  
Spons Agency—Queensland Dept. of Education, Brisbane (Australia).  
Pub Date—Aug 81  
Note—186p.; For related document, see ED 236 822.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC08 Plus Postage.  
Descriptors—\*Disabilities, Downs Syndrome, Family Characteristics, Foreign Countries, Formative Evaluation, Handicap Identification, Kindergarten, Mainstreaming, Physical Examinations, Pilot Projects, \*Preschool Children, Preschool Education, Program Descriptions, Program Design, \*Program Development, Psychomotor Skills, \*Services, \*Special Education, Student Placement, Teacher Role  
Identifiers—\*Australia (Queensland), Program Monitoring

A project was developed for the purpose of monitoring the special education program of the Queensland, Australia, Department of Education. This program offered educational support for very young handicapped children and their families. The monitoring team had a formative role in providing the services of consultants to advise teachers in certain areas of program development and a research role in

documenting the development of four specific preschool programs over the 2-year pilot period. Questionnaires, interviews, observations, written submissions, workshops, seminars, consultations, and formal assessments were employed. Central attention was paid to the children, their families, the staff most closely associated with children and families, and the program that was developed to meet existing needs. Attention was also directed toward examinations of the roles of guidance officers, school medical officers, other professionals, teachers in regular preschools and kindergartens, and, finally, other organizations and agencies. Discussion of the data begins with a description of the contexts of early educational intervention and then progresses to an overview of the four programs, the support services available to them, and programs beyond those undertaken in the special preschools. The final chapter summarizes key issues and makes specific recommendations for future program development. (RH)

ED 245 809 PS 014 373

**Becker, Judith A.**  
Adult Beliefs about the Acquisition of Pragmatic Skills.

Pub Date—Apr 84  
Note—7p.; Paper presented at the Biennial Meeting of the Southeastern Conference on Human Development (8th, Athens, GA, April 4-7, 1984).  
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Beliefs, Child Language, \*Children, \*Communication Skills, Language Acquisition, \*Parent Attitudes, Parent Influence, \*Pragmatics, \*Socialization, \*Teacher Attitudes  
Identifiers—\*Politeness

An investigation was made of the role of parents in children's acquisition of pragmatic language skills (in other words, their ability to use language appropriately in social contexts). A total of 49 middle class adults completed questionnaires; 9 were parents, 15 were teachers, 9 were both teachers and parents, and 16 were neither. The first part of the questionnaire involved a series of inquiries about eight specific pragmatic abilities. The second part included questions about the stability of both inappropriate and appropriate pragmatic behaviors. Most subjects said that parents are influential in children's acquisition of pragmatic skills. In general, subjects did not expect sex differences in the acquisition of such skills. A majority of subjects did not believe critical periods exist in which pragmatic skills must be acquired. Finally, subjects predicted that desirable pragmatic behaviors would be more stable than undesirable behaviors. (RH)

ED 245 810 PS 014 374

**Schmidt, Cathy Harvey, Helen M.**  
Tell Me How You Feel...Creating an Awareness of Emotions in a Day Care Setting.

Fairfax County Office for Children, Va.  
Pub Date—Aug 81  
Note—17p.; Prepared through a grant from the Wellesley School-Age Child Care Demonstration Project.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Adults, Audiocassette Recordings, \*Child Caregivers, Children, Early Childhood Education, \*Educational Games, \*Emotional Experience, \*Learning Activities, \*School Age Day Care, Student Teacher Relationship  
Identifiers—Songs

This paper describes 4 experiences designed to increase adult awareness of the child's perspective in adult/child dyadic interaction and outlines 12 children's activities to encourage concentration on feelings in a positive group situation. Also provided are instructions for making a board game, lists of suggested recordings and songs, and bibliographies for day care staff and children. (RH)

ED 245 811 PS 014 376

**Clapp, Beecher And Others**  
The Tennessee Plan: A Discussion of Teacher-Related Aspects of the "Better Schools Program" under Development by the Governor and Legislature.

Pub Date—Dec 83  
Note—8p.; Paper presented at the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Certification, Criteria, Educational Change, Elementary Secondary Education, \*Master Teachers, \*Merit Pay, Promotion (Occupational), Quotas, \*State Programs, \*Teacher Evaluation, Teacher Participation, \*Tenure  
Identifiers—Better Schools Program, \*Tennessee Teachers' questions concerning a proposed master teacher incentive pay plan for Tennessee are stated in this address. Questions teachers raised most frequently centered around four main issues: recertification/tenure, fair evaluations, across-the-board pay raises, and promotion quotas. Summaries of teachers' discussions on each issue are presented and solutions to problems are suggested. (RH)

ED 245 812 PS 014 378

**Shoemaker, Diane Krohn, Janis**  
The Development of a Conscience.

Pub Date—Apr 84  
Note—9p.; Paper presented at the Annual Conference of the Michigan Association for Infant and Mental Health (8th, Ann Arbor, MI, April 1-2, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Childhood Attitudes, \*Emotional Experience, \*Infants, \*Moral Development, \*Parent Role, Personality Development, \*Preschool Children, Preschool Education  
Identifiers—\*Conscience, Developmental Patterns, Psychosocial Development, \*Toddlers

After explaining the development of the conscience, or "superego," as closely related to self-esteem, and produced through experiences with caregivers, this discussion indicates the nature of discipline and differentiates between discipline and punishment. Four principles assumed to operate in the development of conscience are specified. Subsequently, stages of the child's first 5 years are discussed in relationship to the development of conscience. These stages include the periods from birth to 18 months, 18 months to 3 years, and 3 to 5 years. (RH)

ED 245 813 PS 014 380

**Miller, Bitsy Browne Harsh, Ann**  
M & M's: Mathematics and Manipulatives, m-m-m Good!

Pub Date—Mar 84  
Note—17p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (35th, Lexington, KY, March 6-10, 1984).  
Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Developmental Stages, Early Childhood Education, Learning Activities, \*Manipulative Materials, \*Mathematics Curriculum, \*Mathematics Instruction, \*Teacher Characteristics, \*Young Children

Children in sensorimotor and preoperational stages, as well as at the preschool level, learn fundamental mathematics concepts daily through experiences in the environment. When children enter formal learning environments, they are active, curious, egocentric, and verbal. It is hoped that they will encounter capable teachers who can choose appropriate learning activities and implement them skillfully. Of course, the child's interaction with the teacher will be mediated by the curriculum. In the area of mathematics, readiness skills for formal early education include classifying, comparing, ordering, patterning, one-to-one correspondence, conservation of number, rational counting, recognizing cardinal and ordinal numbers, number recognition, and writing numerals. For optimal learning, pre-number skills should be taught with real objects. Such "manipulatives" should be carefully selected according to several criteria, including, among others, attractiveness, simplicity, versatility, safety, and economy. In conclusion, examples of sequenced learning activities involving manipulatives are offered. Activities at concrete, semi-concrete, and abstract learning levels are provided for the pre-number skills of ordering and number recognition. Each learning activity specifies learning level, skill, materials, and procedure. (RH)

ED 245 814 PS 014 384

**Pellegrini, Anthony D.**  
Children's Social-Cognitive Play Behavior: The



### Effects of Age, Gender, and Activity Centers.

Spons Agency—Georgia Univ., Athens.

Pub Date—[83]

Note—22p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, Cognitive Processes, \*Learning Centers (Classroom), Models, \*Play, Preschool Children, Preschool Education, \*Sex Differences, \*Social Behavior

Identifiers—Dyads

This study examined a model suggesting that personal variables (age and gender) and environmental variables (activity centers) affect social-cognitive aspects of children's play. A total of 80 children (32 boys and 48 girls) participated. Same-age and same-gender dyads from each of two age groups (4- and 5-year-olds) were observed playing in an experimental playroom. On two occasions, children played in a dramatic center and on two occasions in a blocks center. Social-cognitive aspects of play were scored according to a time-sampling procedure and were concurrently scored on a nested social-cognitive matrix with an additional listing for onlooking, unoccupied, and rough-and-tumble behaviors. Results were compatible with those suggested by the model. Specifically, play generally followed the themes suggested by the props in each of the two centers. Predicted age effects were supported to the extent that play became more complex with age. Gender interacted with age and activity center to cause variation in play. Main effects due to gender were, however, unreliable. Results were considered significant in that they document the main and interactive effects of personal and controlled environmental variables on preschoolers' play behaviors. (Author/RH)

ED 245 815

PS 014 385

Kay-Kostoulas, Katina

The Effects of Group Composition, Information Content, and Sex-Role Orientation on Children's Memory.

Pub Date—Apr 84

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Elementary School Students, Films, Grade 2, \*Group Structure, \*Memory, Primary Education, \*Sex Role, \*Sex Stereotypes

A study was conducted to explore how second-grade children's memory for film characters' statements varies as a function of (1) group composition (the proportion of boys and girls in each film condition); (2) congruence level of film characters (incongruent and congruent sex-typed statements); and (3) subjects' own sex-role orientations (masculine, feminine, androgynous, undifferentiated). Subjects were 114 Caucasian middle class children, 57 girls and 57 boys, ranging approximately from age 7 to 9. Subjects, sampled from 10 second-grade classrooms, participated in two experimental sessions spaced 1 week apart. During the first session, they were shown a 2-minute videotaped film of a group of six children planning a party. After viewing, subjects were asked free-recall and memory-probe questions about four of the six children they saw in the film. During the second experimental session, subjects rated themselves on a modified version of the Children's Personal Attributes Questionnaire. Preliminary results indicated that sex-role orientation influences memory for film characters as a function of their congruence level. Also, differences in group composition significantly influenced memory; as set size within a group increases (i.e. the number of males or females within the group) memory significantly decreases. (RH)

ED 245 816

PS 014 386

Almy, Millie

The Past, Present and Future for the Early Childhood Education Researcher.

Pub Date—Nov 83

Note—21p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Role, \*Early Childhood Education, Educational History, Financial Support,

Models, \*Research Methodology, \*Research Needs, \*Research Opportunities, \*Research Problems

Identifiers—\*Collaborative Research, Qualitative Research

This paper reviews past research in the area of early childhood education, points out current realities, and suggests future possibilities for investigation. Description of past research draws on the yearbooks of the National Society for the Study of Education and such sources as the "Handbook of Research in Early Childhood Education," edited by Bernard Spodek. Changes in the focus of research are indicated, and the past research climate is characterized as optimistic although increasingly complex. It is suggested that, while research questions in the field abound, many impediments to the conduct of research now exist. Diversity and uniformity in the field are discussed in relationship to the conduct of research, and general problems of the social sciences in contemporary society are described. Discussion of future possibilities for researchers centers on the challenges of (1) finding research support, and (2) gaining access to programs and securing the confidence of teachers and parents. Also suggested are qualitatively oriented models for university-based research. Specific attention is given to a resource collaborator model emphasizing reciprocity between researchers and practitioners. (RH)

ED 245 817

PS 014 388

Ranck, Edna Runnels

Women and...Child Care: Making Decisions to Get Things Done.

Pub Date—Apr 84

Note—22p.; Paper presented at the International Interdisciplinary Congress on Women (2nd, Groningen, Netherlands, April 17-21, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, Early Childhood Education, \*Family Day Care, \*Organizations (Groups), \*Professional Development, \*Sociocultural Patterns, Statewide Planning

Identifiers—\*Social Roles

The sociologist R. Bierstedt locates power in three sources: numbers of people, social organization, and available resources within the group. Women who are family day care providers can be empowered when they operate within a network of providers; when they are affiliated with a professional sponsoring organization; and when they deploy personal, professional, familial, and social resources. Providers must understand the reasons for networking and the advantages of professional affiliation. These ideas are relatively easy to grasp; more difficult is understanding multiple roles, in which are invested not only personal and professional expectations but also familial and societal assumptions and demands. Through the aegis of the professional organization, family day care providers should expand beyond local horizons and develop statewide and nationwide associations in order to have an impact on legislative and administrative regulations affecting child care in general and family day care in particular. The New Jersey Family Day Care Organization is one such group developed to influence legislation and meet additional needs of family day care providers. (RH)

ED 245 818

PS 014 390

Carlson, Helen L.

Interactions of Teen Parents and Trained Caregivers with Young Children.

Pub Date—19 Apr 84

Note—23p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Caregivers, \*Early Parenthood, \*Infants, \*Parent Child Relationship, Personality, Play, Rating Scales, \*Training

Identifiers—Coding, Gerber (Magda), Ideal Images, \*Interactive Styles, Social Interaction, \*Toddlers

To extend research on adult/child interactions, attitudes and behaviors of teenage parents and trained "educators" were compared, and the relationship between adults' and children's interactive styles was investigated. Two groups of questions were addressed: (1) Are there significant statistical differences as well as qualitative descriptive differences between teenage parents and trained educators in ratings of their ideal images of children, in ratings of temperament, or in interactions with children? (2) Regardless of membership in one or the

other adult group, do significant relationships exist between adults' and children's interactive styles? and, Which interactional patterns are positive in terms of facilitating development? Participants were 15 teenage parent/child dyads and 12 trained primary-care educator/child dyads. The average age of the teenage parents was almost 17; that of caregivers was nearly 26. Educators had been previously trained in the philosophy of Magda Gerber; teen parents had received earlier counseling and information about child development and parenting skills. Findings revealed that, while similar temperament ratings between groups existed, groups differed in interaction styles. Additionally, adult and child interactive styles were significantly related; sensitive caregiver styles were related to cooperative child styles. (Appended are toddler temperament scale/profile sheets for 1- and 2-year-old children and coding devices for adult and child interaction.) (RH)

ED 245 819

PS 014 392

Modigliani, Kathy

Fear and Loathing in the Child Care Center: It's Staff Evaluation Time!

Child Care Employee Project, Berkeley, CA.

Pub Date—[84]

Note—10p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, \*Communication Skills, \*Day Care, Dismissal (Personnel), Early Childhood Education, \*Employee Attitudes, \*Employer Attitudes, Employer Employee Relationship, \*Evaluation Methods, \*Personnel Evaluation, Staff Development

After specifying dimensions of negative emotion associated with child care program and staff evaluation, this discussion describes three aspects of a complete evaluation process: communication climate, evaluation tools, and procedures for evaluation. It is asserted that creating a trusting atmosphere is the key to effective evaluation; administrator behaviors thought to facilitate openness among staff members are described. In addition, desirable characteristics of written evaluation forms are specified, and four steps of the evaluation process are outlined: preparation, evaluation conference, follow-up, and staff evaluation of the director. Suggestions concerning termination of employees are briefly offered. It is concluded that the one-dreaded chore of evaluation can become a helpful tool of staff development. (RH)

ED 245 820

PS 014 402

Weitman, Cathryn J.

A Selection Method That Succeeds!

Pub Date—[83]

Note—11p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, \*Employment Interviews, Guidelines, Job Application, Needs Assessment, Occupational Information, \*Preschool Teachers, Rating Scales, Staff Orientation, \*Teacher Selection

Identifiers—\*Screening Procedures

Provided a structural selection method is carried out, it is possible to find quality early childhood personnel. The hiring process involves five definite steps, each of which establishes a base for the next. A needs assessment formulating basic minimal qualifications is the first step. The second step involves review of current job descriptions and evaluation forms. While most directors do not have problems with the third step, recruiting applicants, a major recruitment problem exists when to process of screening is followed and the "less than best" is hired. The fourth step, the selection process, is the most time-consuming. At this stage, as much information as possible is gathered about each applicant who meets minimum qualifications; usually this information is obtained through the application form and the interview process. If used appropriately, the application is the best device for screening potential employees. Interviews should be conducted with four major outcomes in mind: to predict job success, to learn how much the candidate knows about the area, to determine the candidate's application of knowledge, and to learn about the applicant's value system. Written interviews are best, but verbal questioning is the interview technique most frequently used. The interview should be conducted according to specific guidelines, and a rating scale should be used to compare applicants. The fifth and concluding step in the hiring process encompasses induction

procedures that establish a formal orientation program for the new employee. (RH)

# ED 245 821

PS 014 404

Gamoran, Adam

*Equalitarian versus Elitist Use of Ability Grouping*.  
Spons Agency—Spencer Foundation, Chicago, Ill.  
Pub Date—Apr 84

Note—35p.; Best available copy. Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Ability Grouping, \*Academic Achievement, \*Classroom Environment, Educational Policy, \*Elementary School Students, Grade 1, Instruction, Models, Primary Education, Reading Instruction, \*Teacher Influence Identifiers—\*Equalitarianism, \*Elitism

Critics of ability grouping argue that, although the system permits instructional modification according to pupil ability level, it has harmful social and academic consequences for students in lower groups. This investigation asks two questions about the effects of grouping: First, does a student's within-class group rank affect his or her learning when individual ability and instructional content are held statistically constant? Second, do teachers utilize grouping in ways that have varied effects on student learning? OLS (ordinary least squares) regression test was performed on data collected through observation and testing in 12 Chicago-area first-grade classrooms. The analysis revealed that group rank has a small effect on student learning in the fall but that the effect dissipates as the year passes. Two subgroups of classes were extracted from the sample, and the same analysis was performed again. In "egalitarian" classrooms, where teachers appeared to de-emphasize the distinctions between groups, group rank had no effect on learning at any time during the year. In "elitist" classrooms, the distinctions between groups were highly pronounced, and even with instructional content controlled, group rank had a sizable impact on learning. That effect increased as the year went by so that by May, students in a top group learned 74 more words than students in a middle group, even though both were taught the same number of words. The study thus suggests that the consequences of grouping are not inherently detrimental but rather depend on how grouping is employed. Teachers might be trained to de-emphasize the stratification system within the classroom even as they use it to organize instruction appropriately. (Author/RH)

# ED 245 822

PS 014 406

Boethius, Monica

*The Working Family*.

Swedish Information Service.

Pub Date—May 84

Note—6p.

Journal Cit—Social Change in Sweden; n30 May 1984.

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Rate, Day Care, \*Dual Career Family, \*Employed Parents, \*Family Problems, Family Size, \*Federal Legislation, Foreign Countries, Parent Rights, Public Policy, Social Change, \*Taxes

Identifiers—\*Equal Rights, \*Sweden

The working family is today by far the most common family type in Sweden. However, just over 50 percent of the children of working parents have access to day care. Because Swedish income tax policy is based on the concept that all adults will support themselves and does not take into account the number of persons supported on an income, one parent cannot simply stay home and care for children. Family policy laws recognize a general acceptance of equality between the sexes in the daily care of children. Very generous regulations exist concerning leave for child care, which can be taken by either parent and is paid for not by the employer but by the health insurance system. While presently such parental rights are used far more by women than by men, the people of Sweden are trying to find a new balance of cooperation between men and women in the home and in family life. What is being demanded of young parents today, perhaps excessively, is a new and different competence in developing themselves as professionals, as active members of society, and as responsible and fully

engaged parents who share work on an equal basis. The fact that this does not happen without strain is evident. (RH)

# ED 245 823

PS 014 407

*Illinois Conference on Children's Priorities for the '80's: Working Documents*.

Illinois Commission on Children, Springfield.

Pub Date—[80]

Note—69p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, \*Agency Role, \*Childhood Needs, Children, Coordination, Educational Cooperation, \*Educational Planning, Family Role, Government Role, \*Health Needs, Health Services, Juvenile Courts, Needs Assessment, Questionnaires, \*Social Planning, Social Services, State Government, \*Statewide Planning Identifiers—Illinois, Illinois White House Conference on Children, Juvenile Justice

Participants in the 1981 Illinois Conference on Children's Priorities for the '80's were provided with two main working documents: (1) "Summary-Recommendations of the 1980 Illinois White House Conference on Children," and (2) "Narrative Summary of State Agency Questionnaires on Selected Recommendations from the Report of the 1980 Illinois White House Conference on Children." The present document integrates the information contained in these two summaries. In particular, the first paper consolidated the 426 recommendations of the report of the 1980 Illinois White House Conference on Children into 54 issue areas with approximately 250 recommendations. The second paper resulted from an effort to determine existing responsibility for the recommendations within state government; a questionnaire was designed to determine what statutory responsibility, plans, and programs a given state agency, board, or commission might have with respect to a particular recommendation. In this synthesis, the 54 issue areas are organized under five general categories: adolescence and juvenile justice, the role of families in nurturing children, educational services, health, and the continuum of services. Recommendations for each issue are followed by a report of state agencies' responses. Appended are the state agency questionnaire and a chart indicating state agency responsibility for 1980 White House Conference issues. (RH)

# ED 245 824

PS 014 408

Alexander, Jim

*Services to Families, with Many a Slip*. Institute of

Family Studies Policy Background Paper [No. 1].

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-87926-5

Pub Date—Apr 83

Note—51p.

Available from—Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria 3000, Australia (no price quoted).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Failure, \*Family (Sociological Unit), \*Family Programs, Family Structure, Federal Aid, Federal Government, \*Federal Programs, Foreign Countries, Government Role, Guidelines, \*Public Policy, Services, Social History, Welfare Services

Identifiers—\*Australia, Australia (New South Wales), Australia (Victoria), Critical Analysis, \*Family Support Services Scheme, Ideology

The objective of the Family Support Services Scheme is to find new ways to prevent the breakdown of families and the institutionalization of children. The view taken in this report is that not much progress has been made toward achieving this goal. Criticisms of and recommendations for the scheme include the following: (1) The program attempts to cover too wide a range of services; (2) The rubric of the family has been used and misused to justify a variety of services and restrictive "family" eligibility criteria; (3) Funds for the scheme should be directed specifically toward supporting services for children and their parents; (4) Services such as housing referral and information or financial counseling should not be subsumed under the scheme; and (5) Dangers exist in the return to the community of responsibility for welfare and support services. The first section of the report examines concepts of the family and their implications for the organization of social welfare services. The second section attempts to show ways in which families are

shaped by government policies and programs. In order to set the context for the following chapters, the third section provides a brief historical account of the provision of welfare services for families. The fourth and final section contains a review of the development of the scheme and the principles underlying its objectives. Particular attention is given to the development and operation of the scheme in Victoria and New South Wales, Australia. (RH)

# ED 245 825

PS 014 410

Brewer, Graeme

*The Impact of Work on Family Functioning: A Review of the Literature*. Occasional Paper Number 3.

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-87855-2

Pub Date—Sep 83

Note—51p.

Available from—Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria 3000, Australia.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Day Care, Dual Career Family, Early Childhood Education, Employed Women, \*Employment, \*Family Life, \*Family Structure, Foreign Countries, Income, Leisure Time, Literature Reviews, \*Unemployment, \*Working Hours Identifiers—\*Australia, Industrial Health

The purpose of this paper is to examine the connection between work and family functioning in Australia by critically reviewing relevant literature, especially literature concerning empirical research. Special attention is given to Australian literature and data. However, where local material is lacking, information from overseas (frequently American) is used to extrapolate cautiously to the Australian situation. Because of the broad nature of the subject, the review of literature is not comprehensive in all aspects of work and family functioning; however, where data are incomplete, recommendations for research are proposed. Sections of the paper focus on (1) income in relationship to work force participation and children's life chances; (2) the impact of fathers' and mothers' paid work on the functioning of children and on the allocation of household tasks; (3) social-psychological and economic impact of unemployment on individuals and families; (4) hours of work, including part-time work, overtime and casual work, flexitime, and shiftwork; (5) industrial health; (6) child care; and (7) leisure. (RH)

# ED 245 826

PS 014 411

*Infant Mortality. A Report Prepared by the Congressional Research Service for the Use of the Subcommittee on Health and the Environment and the Subcommittee on Oversight and Investigations of the Committee on Energy and Commerce. U.S. House of Representatives, Ninety-Eighth Congress, Second Session. Committee Print 98-W.*

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date—Mar 84

Note—48p.; Revised and expanded version of ED 234 914.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Congenital Impairments, Developed Nations, Differences, \*Federal Programs, \*Health Programs, \*Infant Mortality, Influences, Mothers, National Norms, \*Racial Differences, Regional Characteristics, Sex Differences, State Norms, Tables (Data), Urban Demography

Identifiers—\*Birth Weight, Congress 98th, Prenatal Care

This report presents background information and statistical data on the problem of infant mortality. Contents include (1) a discussion of the causes of infant mortality; (2) data on infant mortality and low birth weight; and (3) information on federal programs affecting maternal and child health. Data tables depict infant mortality in terms of urban, state, regional, national, and international norms; and indicate racial and sex differences. Data on low birth weight is specified according to education of mother and extent of prenatal care. Health programs discussed include: Medicaid, the Maternal and Child Health Services Block Grant; the Special Supplemental Food Program for Women, Infants, and Children; community health centers; migrant health centers; family planning; the Childhood Immunization Program; the National Institutes of

Health Biomedical Research Program; and National Institute on Alcohol Abuse and Alcoholism research activities. A glossary of terms used in the report is provided. (RH)

**ED 245 827** PS 014 414  
Harper, Patricia

**Children in Stepfamilies: Their Legal and Family Status.** Institute of Family Studies Policy Background Paper No. 4.

Institute of Family Studies, Melbourne (Australia). Report No.—ISBN-0-642-87666-5

Pub Date—Apr 84

Note—38p.

Available from—Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne 3000 Victoria, Australia (no price quoted).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adoption, \*Child Custody, Court Litigation, Definitions, \*Family Structure, Federal Legislation, Foreign Countries, \*Social Change, Sociocultural Patterns, \*Stepfamily Identifiers—Australia, \*Blended Families, England

One of the features of Australian society during the past 25 years, from the late 1950s to the early 1980s, has been the changing nature of the family. Significant changes have occurred in family formation and breakdown; in family composition and structures; in family relationships; and in the status, rights, and obligations of family members. This paper (1) outlines some of these changes, directing particular attention toward implications for stepfamilies; (2) examines the arrangements some families have made, especially by using adoption, to clarify and establish the legal status and family relationships of children and stepparents; (3) outlines the options available in establishing legal status and family relationships in stepfamilies; and (4) recommends changes to legislation to overcome existing problems and provide a more appropriate means of establishing legal status and clarifying relationships within stepfamilies. It is proposed that stepparents be enabled to seek guardianship or custody rights but that adoption of stepchildren be abolished. (RH)

**ED 245 828** PS 014 415  
Early Childhood Services.

Institute of Family Studies, Melbourne (Australia). Pub Date—Sep 83

Note—88p.; Submission to the Victorian Government Review of Early Childhood Services.

Available from—Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, 3000, Victoria, Australia (no price quoted).

Pub Type—Opinion Papers (120) — Reports - General (140)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Day Care, Day Care Centers, Delivery Systems, \*Early Childhood Education, Employed Women, Family Day Care, \*Family Structure, Foreign Countries, Government Role, Preschool Education, \*Public Policy, \*Social Change, \*Social Development, Young Children Identifiers—\*Australia

Supplemented with 20 tables of data, this discussion focuses on the changing environment of Australian families and society. Specifically offered are descriptions of child care arrangements, a rationale for children's services, and policy suggestions. With respect to child care arrangements, it is noted that the family environment has been altered by a rapid rise in the incidence of divorce, a sharp increase in paid work for mothers in two-parent families, and a shortening of the stage of childbearing. Fewer siblings are in the home due to the drop in fertility. For a majority of families, regardless of their circumstances, the use of some form of child care is a normal part of the weekly routine, with informal arrangements being the most expensive and the most used form of service. While very few families have access to organized child care services, use of preschools and center-based care by those who do differs according to family type. With regard to a rationale for early childhood services, the discussion suggests the importance of such services for children's social development. In particular, this rationale asserts that, since social development is educational, child care is inherently educational. With respect to recommendations for public policy, it is suggested that policies first focus on the nature, level of provision, and organization of children's services and next concern themselves with the relative responsibilities that various levels of government should undertake to ensure development of a

comprehensive system. (RH)

**ED 245 829** PS 014 416

Estman, Moira

**Education for Family Life: A Survey of Available Programs and Their Evaluation. Occasional Paper Number 4.**

Institute of Family Studies, Melbourne (Australia). Report No.—ISBN-0-642-87735-1

Pub Date—Aug 83

Note—73p.

Available from—Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria 3000, Australia (no price quoted).

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Educational Needs, Evaluation Methods, \*Family Life Education, Family Problems, Foreign Countries, History, \*Program Development, \*Program Evaluation, Research Design, Social Services, \*Sociocultural Patterns Identifiers—\*Australia

In reviewing the literature related to education for family life, this discussion focuses on three main areas: the need for such education, trends in the development of family life education programs, and the results of evaluations of a wide range of programs. Evidence was found concerning (1) the key role families play in their members' well-being, and (2) increasing pressures on families. Changes in the practice of family education over the last 15 years are pointed out. Specifically, it is argued that the growth of family systems theory, research into the characteristics of healthy or coping families, and the development of experiential education have influenced the development of programs. Evaluation is seen as essential for identifying characteristics of effective and acceptable programs, protecting clients, improving practice, informing the community of the effectiveness of various programs, and supporting calls for funding. Difficulties in evaluation and the strengths and weaknesses of various approaches are reviewed. Almost 60 published evaluations of family life education programs were found; the evaluations of many programs being developed show them to be effective. In conclusion, some clues to the relative effectiveness of different approaches are identified, some tentative guidelines for the further development of programs are proposed, and areas needing further research are indicated. (RH)

**ED 245 830** PS 014 417

**Children, Youth, and Families: Beginning the Assessment. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session.**

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Pub Date—28 Apr 84

Note—207p.; Some pages have small or broken print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-058-69-2, \$5.00).

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Childhood Needs, \*Demography, Divorce, Economic Factors, Educational Objectives, \*Family Problems, Family Structure, Federal Aid, \*Government Role, Hearings, Information Needs, Intervention, Letters (Correspondence), One Parent Family, \*Parent Role, Poverty, \*Prevention, Public Policy, Tables (Data), Values

Identifiers—Congress 98th

The text of this hearing begins with statements about the scope of interest, functions, and goals of the newly formed Select Committee on Children, Youth, and Families. Testimony then focuses on demographic and economic trends influencing family composition and incomes in the recent past, trends in federal spending for children and their families, and the future outlook. Subsequent statements by Dr. T. Berry Brazelton stress the need for preventive interventions, as opposed to therapeutic efforts, in the area of infant development. These remarks are followed by testimony concerning the role of education in a learning society, problems faced by American families, and recommendations to the committee. The testimony of children brought to Washington, D.C., by Save the Children is next included. Additionally presented are an examination of economic consequences of the change

in the composition of the American family; a discussion of research indicating the importance of parents' physical and emotional accessibility for the emotional health of children; personal reflections on the importance of the traditional family in producing offspring with right character, on distortions of the ideal of equality, and on implications for public policy; and a brief overview of problems associated with government interventions. Included in the report are 25 tables and figures concerning economic and family conditions and an article examining marriage and divorce statistics. Letters written by children to the President are appended. (RH)

**ED 245 831** PS 014 419

O'Connell, Martin Rogers, Carolyn C.

**Child Care Arrangements of Working Mothers: June 1982.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Nov 83

Note—52p.; Appended questionnaires contain very small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-001-9L53L-6, \$4.50).

Journal Cit—Current Population Reports; Series P-23 n129 Nov 1983

Pub Type—Numerical/Quantitative Data (110) — Collected Works - Serials (022)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Child Caregivers, \*Day Care Centers, Demography, Early Childhood Education, \*Employed Women, \*Family Day Care, Fathers, Mother Attitudes, \*Mothers, Questionnaires, Selection, Statistical Analysis, Tables (Data)

The Special Studies Series of analytical reports, prepared by demographers in the Population Division, Bureau of the Census, present analyses of statistics and suggest possible implications for public policy. Part of this series, the present report uses data from the June 1982 Current Population Survey and updates a June 1977 Census Bureau study on the child care arrangements used by working mothers. Analysis focuses on the current arrangements used by 18- to 44-year-old working mothers of preschool-age children, methods of payment for child care services, and ways the availability of child care arrangements influence the mother's labor-force behavior. Additionally, characteristics of husbands who care for their young children while their wives are at work are profiled. Estimates of the number of women who use multiple child care arrangements and the effects that costs and availability of child care services have on women's attitudes towards employment are also covered in this report. Related materials are appended, including the June 1977 and June 1982 supplemental questionnaires. (RH)

**ED 245 832** PS 014 420

Hatch, J. Amos

**Interaction Management in Kindergarten Classrooms: An Analysis of Children's Face-Work in Peer Interactions.**

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Aggression, Classroom Research, Communication Research, \*Communication Skills, Interaction Process Analysis, \*Interpersonal Competence, \*Kindergarten Children, \*Peer Relationship, Primary Education, Social Status

Identifiers—Face to Face Communication, Goffman Model, \*Impression Management, Participant Observation, Remedial Interchanges, \*Social Interaction

A systematic analysis was made of the communications of 5- and 6-year-old children in two kindergarten classrooms to discover whether children's face-to-face interactions with peers included "face work" components (rituals through which individuals manage impressions when it becomes difficult to maintain a social situation) and, if so, in what forms these components were expressed. Field note data were obtained from classrooms located in separate large urban school districts in the Southeastern United States. One classroom was located in a middle-income, predominantly white neighborhood; the other was in a working class neighborhood gradually being integrated racially. In the first classroom, 7 of



21 children were black. In the second, 4 of 24 were black. Eight girls were included in the first classroom; 13 were included in the second. Both classes were organized so that children had opportunities to interact away from adult intervention. Analytical questions included the following: Do children participate in face-work as they interact with their peers? Do children use avoidance processes in defensive and protective ways? Do children participate in corrective interchanges to restore spoiled interactive order? and, Do children aggressively take advantage of face-work rules to "make points" in classroom interactions? The results indicated that children did take corrective or remedial action when the images they projected were threatened. They also practiced aggressive uses of face-work principles to improve their relative status among peers. (RH)

ED 245 833

PS 014 422

Collins, Raymond C.

# Head Start: A Review of Research with Implications for Practice in Early Childhood Education.

Pub Date—Apr 84

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Community Involvement, \*Early Childhood Education, Educational Policy, Health, Literature Reviews, Meta Analysis, \*Outcomes of Education, Parent Participation, \*Preschool Education, \*Program Effectiveness, \*Program Evaluation, Social Development

Identifiers—\*Head Start Evaluation Synthesis and Utilization, \*Project Head Start

Preliminary findings of an analysis of Head Start research evidence amassed from 1965 to the present are reported in this document, along with a summary of conclusions from related studies of preschool programs. Specifically presented are long-term findings of the Consortium for Longitudinal Studies concerning the lasting benefits of preschool experience and the Perry Preschool Project's documented evidence of the cost-effectiveness of early childhood programs. It is asserted that these research-oriented projects demonstrated convincingly that the educational attainments and life circumstances of low income and minority children can be significantly improved. Discussion then centers on wide-ranging, up-to-date reviews that have recorded comprehensive and socially valuable Head Start program outcomes. Specifically summarized are findings of the Head Start Evaluation, Synthesis, and Utilization Project, which provided findings concerning the impact of Head Start on the cognitive and socioemotional development of children, child health, families of children, child care, and community involvement. Preliminary findings of this report suggested that the pivotal issue in early childhood programs is no longer "Is preschool education effective?" or, "Does Head Start work?" Current relevant issues now focus specifically on (1) the combination of program variables leading to the greatest developmental gains at reasonable cost, and (2) the continuity of learning and developmental gains achieved in preschool and at home with curricula of the public schools. (RH)

ED 245 834

PS 014 423

Kee, Daniel W.

# Effects of Question Answering versus Elaboration on Children's Incidental Memory.

Pub Date—Apr 84

Note—5p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Memory, \*Performance Factors, \*Verbal Stimuli, \*Visual Stimuli, \*Young Children

Identifiers—\*Elaborative Prompts, Incidental Memory, \*Question and Answer Exercises

The aims of this study were (1) to assess the relative effectiveness of verbal and visual elaboration prompts and question-answering prompts on children's incidental memory, and (2) to determine whether performance improvement associated with pictorial elaboration could be augmented by either verbal elaboration or question-answering proce-

dures. Forty-eight 5- and 6-year-old children were randomly assigned in equal numbers to one of six experimental conditions in two one-way experimental designs. Subjects were presented with a 20-item list of noun pairs under incidental memory conditions. Pairs were presented at a rate of 12 seconds per pair on the inspection trial; after an interval of 30 seconds, subjects were given a surprise cued recall test. Conditions in the first experiment were control, pictorial elaboration, verbal elaboration, and question-answering. Conditions in the second experiment were pictorial elaboration, pictorial elaboration plus verbal elaboration, and pictorial elaboration plus question-answering. Results indicated that both the question-answering and the two elaboration conditions facilitated incidental memory; question-answering and verbal elaboration conditions were superior to the pictorial elaboration condition. Further, results indicated that incidental memory performance associated with a pictorial condition can be enhanced by requiring the subject to verbally elaborate the pair relationship or respond to a "Why?" question. (RH)

ED 245 835

PS 014 425

Yarbo, Richard C.

# Don't Get Trampled in the Computer Stampede.

Pub Date—[83]

Note—10p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, \*Educational Equipment, \*Educational Innovation, Educational Quality, Elementary Secondary Education, Guidelines, \*Microcomputers, \*Purchasing

Identifiers—\*Computer Uses in Education

Regardless of favorable advertising and publicity, it is not presently clear that schools should rush to purchase microcomputers for instructional use in classrooms. In regard to instructional questions, much research is needed to determine the effectiveness of the computer under varying classroom conditions. Additional questions needing resolution before computers are purchased include the following: (1) Can the school offer enough computers to insure that each child has adequate time with the machine? (2) Can the school purchase enough software to provide adequate variety so teachers may select learning experiences to meet the needs of each child? (3) Should all teachers become computer literate? (4) Should students become computer literate? Schools should be sure they can afford a microcomputer system and its accompanying software without draining already-strained budgets. Purchases that sacrifice other areas, thereby lowering the quality of instruction, are not acceptable. Clear objectives must be established in the integration of the microcomputer and its accompanying technology. Proper teacher training in use of the equipment and preview of software is imperative. Rational planning in the initial stages can help prevent irreversible decisions that can waste resources and reduce the quality of the teaching/learning environment. (RH)

ED 245 836

PS 014 427

Sawada, Daiyo Pothier, Yvonne

# Children's Judgements concerning "Easy" Partitioning Tasks as Related to a Theory of Partitioning.

Pub Date—23 Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, Cognitive Style, Elementary Education, \*Elementary School Students, Foreign Countries, Models, \*Number Concepts, \*Performance Factors, \*Rational Numbers

Identifiers—\*Nova Scotia, \*Partitioning Procedures, Theory Development

By varying task conditions and constraints on subjects, this study attempted to extend and refine a developmental theory of partitioning as a foundational process undergirding children's construction of a rational number. Subjects were 31 preponderantly higher-grade pupils enrolled at an elementary school in Nova Scotia, Canada. Two tasks were used in the experiment. The first, taken directly from an earlier study and used to introduce and familiarize the child with the clinical setting, involved the partitioning of circular and rectangular "birthday cakes."

The second, designed specifically for the present study, involved the partitioning of "giant cookies" in regular triangular and regular pentagonal shapes. This latter procedure allowed subjects to choose the number of pieces into which they could partition the shapes before they actually did so. Results indicated that children think it is easier to partition into two or four parts than into three or five parts, even when the shapes of the objects to be partitioned are as much or more suited to partitioning into three or five parts. In addition, children experienced much more success when partitioning into two and four parts than they did when partitioning into three or five. (RH)

ED 245 837

PS 014 428

Paludi, Michele A. Hrabowy, Ingeborg

# Children's Causal Attributions of Successful Performance.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Attribution Theory, Elementary Education, \*Elementary School Students, \*Kindergarten Children, \*Performance, \*Preschool Children, \*Preschool Education, Research Methodology, Sex Differences, \*Sex Stereotypes

Identifiers—Cohort Defined Tasks

A study was conducted to determine how children in preschool/kindergarten and third/fourth grades would predict whether a boy or a girl would succeed on cohort-defined masculine, feminine, or sex-neutral tasks. Older children predicted the winners along sex-typed dimensions. Boys and girls predicted a male more frequently when the task was masculine, a female when the task was feminine, and a male as often as a female when the task was sex-neutral. Children were also asked to explain their attributions of success by selecting among four factors: ability, effort, task ease, and luck. For children of both grade levels, female success on a masculine task was attributed to effort, not ability. Furthermore, luck was used more frequently to explain the success of an unexpected winner than an expected one. Results obtained with children therefore support attribution theory and previous research with adults. (Author/RH)

ED 245 838

PS 014 429

# Career Experiences of Men Who Teach Young Children.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Choice, Comparative Analysis, Early Childhood Education, \*Employment Experience, \*Females, Foreign Countries, Grade 1, Kindergarten, \*Males, Nursery Schools, Sex Discrimination, \*Teacher Attitudes

Identifiers—Manitoba (Winnipeg)

To explore men's attitudes about teaching young children, this study surveyed 10 male and 8 female nursery school, kindergarten, and first-grade teachers with similar teaching experience. Participants were interviewed for 60 to 90 minutes on three general topics: (1) teaching history and plans, (2) satisfactions and frustrations in early childhood, and (3) beliefs about men entering the field. Findings indicated similarities and differences between male and female teachers. Men and women both expressed a liking for children, but men reported more complex career plans and more frequent experiences that led to discussion of alternative careers. Men also reported incidents of negative discrimination as a result of their gender, but the content of these incidents obscured their significance. Altogether, results suggested that positive career distractions, more than negative discrimination, account for the scarcity of men in early childhood education. (Author/BJD)

ED 245 839

PS 014 430

Sadker, David And Others

# Teacher Reactions to Classroom Responses of Male and Female Students.

Spons Agency—National Inst. of Education (ED), Washington, DC  
Pub Date—Apr 84

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Age Differences, Classroom Observation Techniques, Classroom Research, Elementary Education, \*Elementary School Students, \*Females, Inservice Teacher Education, Intervention, \*Males, Microteaching, Minority Groups, Problem Solving, Research Methodology, \*Sex Bias, Sex Differences, \*Student Reaction, Student Teacher Relationship, \*Teacher Response, Training

The 3-year research and development project described in this paper was conducted (1) to develop new knowledge about sex equity in classroom interactions, and (2) to develop successful techniques for reducing or eliminating sex-biased interaction. Two interventions were developed to train teachers in more equitable instructional behaviors. In the Washington, D.C., metropolitan area, teachers from fourth-, sixth-, and eighth-grade classrooms were trained according to an intervention based on a microteaching model. In New England, teachers of the same grades participated in a training intervention based on a collegial problem-solving model. A comparable group of teachers composed the control group. Overall, the sample consisted of 102 classrooms located in six school districts. All classrooms were observed for 45-minute periods of active interaction by raters trained in the Interactions for Sex Equity in Classroom Teaching Observation System (INTERSECT). Primary analysis of observational data focused on the nature of interaction patterns and the distribution of interaction between male and female students. In the second phase, differences in teacher interaction with boys and girls across treatment groups were examined. Statistically significant differences among conditions and between male and female students were consistent across all approaches to data analysis. (A summary describes selected findings about general characteristics of classroom interaction and about bias reflected in classroom interaction and treatment and control differences. The INTERSECT observation form is also appended.) (RH)

ED 245 840

PS 014 431

Schunk, Dale H.

Social Comparison as a Vicarious Source of Self-Efficacy Information.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Classroom Environment, Elementary Education, \*Elementary School Students, Literature Reviews, Modeling (Psychology), \*Performance Factors, Rewards, \*Self Evaluation (Individuals), \*Student Motivation, Tutoring

Identifiers—Self Efficacy, \*Social Comparison, Social Comparison Theory  
Social comparison is an important influence on motivation, capability self-evaluations (self-efficacy), and skillful performance. In addition, social comparative information provides a standard against which students can judge their present performance level. Students may experience an initial sense of self-efficacy in attaining a given standard; this sense may in turn enhance motivation. As students observe their progress, self-efficacy is substantiated, and this substantiation helps to sustain motivation and promote skills. Young children's social comparisons focus on practical concerns, but by the fourth grade, students regularly use social comparative information for self-evaluative purposes. Comparisons with similar others are especially informative of one's own capabilities. Research shows that, although social comparative information indicating average achievement enhances motivation, it exerts only modest effects on self-efficacy. Self-evaluations seem to be more strongly influenced by performance outcomes and educational practices such as teacher evaluations and goal setting. Preservice teachers need to realize that educational prac-

tices such as reward structures, modeling, and tutoring also can affect students' social comparisons; these effects should be taken into account when designing instructional activities. (Concluding notes indicate ways social comparison is used in the classroom and suggest effective uses of social comparison.) (Author/RH)

ED 245 841

PS 014 433

Martin-Huff, Ellen M.

The Relationship between Parental Attitudes about Education and Children's Early Adjustment to Kindergarten.

Pub Date—24 Apr 84

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, \*Kindergarten Children, \*Mothers, \*Parent Attitudes, \*Parent Influence, \*Parent School Relationship, Physical Characteristics, Primary Education, Psychomotor Skills, \*Student Adjustment

A study was conducted to investigate (1) the relationship between mothers' and fathers' attitudes about education at the time of their children's kindergarten entry, and (2) the relationship between these parent attitudes and children's kindergarten adjustment. Subjects were drawn from the kindergarten rosters of four suburban elementary schools in a metropolitan area of Ohio. Questionnaires were sent to all-white English-speaking two-parent families who had nonhandicapped children entering kindergarten for the first time. A total of 129 mothers and 119 fathers responded. Instruments used were the Parent Attitude Toward Education Scale and the First Grade Adjustment Scale. Results indicated that, as their children begin school, parents value education and are confident that the schools will do a good job of educating. The positive relationship between mothers' and fathers' attitudes about education thus suggested that families react to events as a system. However, only mothers' attitudes were related to children's school adjustment. Specifically, maternal attitudes were significantly related to children's scores on the Physical Status and Motor Behavior and the Intellectual Abilities and Behavior subscales of the First Grade Adjustment Scale. No significant relationships were found between fathers' attitudes and children's adjustment scores. (RH)

ED 245 842

PS 014 439

Purnell, Richard F., Gots, Edward E.

An Approach for Improving Parent Involvement through More Effective School-Home Communication.

Pub Date—13 Dec 83

Note—14p.; Paper presented at the meeting of the Southern Association of Colleges and Schools (New Orleans, LA, December, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Family School Relationship, \*Interpersonal Communication, Interviews, \*Parent Attitudes, Parent Participation, Parent Responsibility, \*Parent School Relationship, Parent Teacher Cooperation, Secondary Education

A total of 66 families from one high school and 64 families from another were randomly selected from school records to participate in telephone interviews regarding school/home communications. Families were selected to represent equal numbers of tenth-, eleventh-, and twelfth-grade boys and girls (30 of each sex) from varying urban and rural socioeconomic levels. Fifteen- to 20-minute telephone interviews, composed of structured and open-ended questions, sought to document parents' (1) perceptions of school/home communication practices, (2) reactions to the practices, (3) suggestions for improved practices, and (4) views of what practices might work at the secondary level. Findings indicated that parents reacted positively to receiving two types of information from the schools: newsletters detailing the school's program and extracurricular events and notification that their child was experiencing difficulty or needed assistance. They expressed a desire to help under the latter circumstances but were not highly resourceful regarding kinds of actions to consider. Findings suggested that schools need to provide guidance to parents in helping their children with difficulties at school. (BJD)

ED 245 843

PS 014 445

National Report: 1982 State Conferences on Children and Youth.

Office of Human Development Services (DHHS), Washington, D.C.  
Report No.—DHHS-OHDS-83-10010

Pub Date—Jul 83

Note—279p.

Pub Type—Reports - General (140) — Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Alcoholism, Business Responsibility, Child Abuse, Child Neglect, \*Children, Community Involvement, \*Conferences, Cooperation, Day Care, Delinquency, Drug Abuse, Early Childhood Education, Elementary Secondary Education, Employment, Government Role, Grants, Health, History, Leisure Time, Pregnant Students, Recreation, \*State Government, Volunteers, Welfare Services, \*Youth

Identifiers—Juvenile Justice, Media Role, Networking, \*State Conferences, \*White House Conference on Children and Youth

The 1982 White House Conference on Children and Youth consisted of hundreds of conferences, meetings, activities, hearings, fairs, exhibits, workshops, training sessions, information booths, dinners, awards ceremonies, and local events celebrating a common commitment to American youth. Participating were 45 states, territories, and the District of Columbia. The purpose of this national report is to provide a representative sampling and discussion of state activities, goals, concerns, and recommendations. Specifically, chapter 1 recapitulates the conference history, discusses the background of the 1981 conferences, and describes conference grant awards. Chapter 2 discusses conference coordination and participant selection and composition. Chapter 3 reviews conference formats, activities, themes, and recurring discussion topics. Chapter 4 reiterates recommendations drawn from the state reports. Chapter 5 reconsiders some of the conference activities. Two appendices complete the document: the first contains executive summaries of state reports, while the second lists model programs recommended by the state conferences. (RH)

ED 245 844

PS 014 450

Benya, Larry And Others

Six-Month Evaluation of the Maryland Day Care

Voucher Demonstration. [and] Code of Maryland Regulations 07.02.15: Annotated Code of Maryland, Article 88A, Subsection 32D-32H, Family

Day Care.

Ben (James) and Associates, Inc., Arlington, VA.

Spons Agency—Maryland State Dept. of Human

Resources, Baltimore.

Pub Date—Mar 84

Contract—SSA/DC-07/83-001

Note—117p.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Day Care, Demonstration Programs, Early Childhood Education, Educational Innovation, \*Educational Vouchers, \*Family Day Care, \*Program Effectiveness, Program Evaluation, Questionnaires, State Legislation, \*State Programs, Surveys

Identifiers—Family Day Care Registration, \*Maryland, \*State Regulation

An evaluation of the Maryland Day Care Voucher Demonstration was conducted after approximately 6 months of voucher use in two counties, one a small rural setting and the other a much larger suburban area. Findings were derived primarily from a mail survey of the staff, provider, and client populations in the two counties. A total of 14 staff, 279 family providers, 31 center providers, and 204 clients responded. Additional information was obtained through participant observation and supplementary interviews with a small number of participants. It was found that, overall, the change from direct county/provider contracts to day care vouchers issued to clients appeared to be a less consequential event than had been anticipated by state and county day care staff. Introduction of vouchers was seen to be a positive development in both counties' day care programs. Evaluation questionnaires are appended to the document. A separate booklet provides the state regulations governing family day care registration (From Article 88A of the annotated code of Maryland.) (RH)

## RC

ED 245 845 RC 014 139

*Johnson, Marilyn Kay And Others*  
**The Big Job in the Small Schools or "In a One-Teacher School Can You Call It Mainstreaming?"**

Pub Date—[83]  
 Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, American Indian Education, Centralization, "Delivery Systems, Disabilities, Elementary Secondary Education, Inservice Teacher Education, Itinerant Teachers, \*Mainstreaming, Models, One Teacher Schools, \*Program Development, Program Effectiveness, Resource Teachers, Rural Education, \*Small Schools, \*Special Education, Special Education Teachers, Staff Development, Teacher Aides, \*Teacher Education

Identifiers—\*Alaska, Isolation (Geographic)

The geographic, environmental, and demographic conditions in Alaska create extreme difficulties for rural small school teachers who must cope with students with abilities ranging from gifted to retarded. Mainstreaming is taken for granted in Alaska where program development to aid rural teachers in providing special education services to their handicapped students has been slow and inadequate. Centralized approaches to program development (under the umbrella of the Bureau of Indian Affairs, the Alaska State Operated School System, and the Rural Education Attendance Areas) have offered training seminars for teaching aides, itinerant resource teachers, specialists and teachers in special education, materials development, and diagnostic services. Local approaches have revolved around two models, the full district model, such as that in use in the large Iditarod School District, and the itinerant model, in which special education teachers visit village schools to monitor the program and provide guidance and resources for the responsible teaching aide. While training in Alaska is limited, rural teachers and aides can receive pre- and inservice training through the following agencies: the Department of Education (direct services to handicapped students, inservice programs), the University of Alaska main campuses (special education certification for teachers, inservice programs), the University of Alaska main campuses (special education certification for teachers, inservice programs), and the community colleges (paraprofessional preparation for aides). (SB)

ED 245 846 RC 014 520

*Goodrich, Jennie And Others*  
**Kashaya Pomo Plants.**  
 California Univ., Los Angeles. American Indian Studies Center.

Pub Date—80

Note—176p.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*American Indian Culture, \*American Indians, \*Botany, Classification, \*Cultural Context, Outdoor Education, Plant Growth, \*Plant Identification, Tribes

Identifiers—California, \*Kashaya Pomo (Tribe)

The monograph describes more than 200 plants growing within the approximately 300 square miles of the original land of the Kashaya Pomo Indians, which lies along the coast of Sonoma County, California. An introduction provides information on the plant communities represented (redwood forest, mixed evergreen forest, oak woodland, Douglas fir forest, chaparral, coastal scrub, grassland, and coastal strand), Kashaya folk plant taxonomy, and Kashaya cultural traditions relating to the gathering and use of plants. Detailed entries for each plant include common English name, scientific name, family to which the plant belongs, general description of the plant (bark, leaves, flowers, seeds, and roots), habitat, Kashaya name and English translation, food uses, medicinal uses, technological uses, miscellaneous information, and gathering season. To distinguish old, traditional uses of plants from new ones, past and present tenses of verbs are used. Three appendices, following the same format as the main entries, describe mosses, seaweeds, and mushrooms. Other appendices list English and Kashaya names of introduced plants and plant parts, define technical terms, and give a key to Kashaya pronun-

ciation. Five alphabetical indexes list plants by their common English names, scientific (Latin) names, family names, Kashaya plant names, and cultural uses (food, medicinal, technological). (NEC)

ED 245 847 RC 014 754

*Berlin, Irving N.*

**Suicide among American Indian Adolescents.**

Some Facts about the Rising Rate of Suicide among American Indian Adolescents; Information on Causes and Warning Signs; and Examples of Effective Efforts and Prevention Resources. Linkages for Indian Child Welfare Programs.

National American Indian Court Judges Association.

Spons Agency—Children's Bureau (DHHS/OHS), Washington, DC.

Pub Date—Mar 84

Note—12p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*American Indians, Cultural Influences, Depression (Psychology), \*Environmental Influences, Helping Relationship, \*Information Sources, Intervention, \*Prevention, Resource Centers, Secondary Education, Stress Variables, Student Characteristics, \*Suicide, Tribes, Youth

Suicide among American Indian adolescents has increased by almost 1000% over the past 20 years to become, as in Anglo society, the second most frequent cause of death in the 10 to 20 year old age group. The two major causes of adolescent suicide are acute stress and chronic depression. Environmental factors contributing to American Indian suicides include breakdown of tribal tradition, lack of effective role models, having alcoholic parents, coming from a broken home, too early marriage, failure to learn in school, unemployment, group contagion phenomenon, and anniversary reaction phenomenon (following the example of a parent or relative who has suicided). Where suicide rates remain low, particularly in the Southwest, tribes tend to be more traditional in their daily living, and opportunities for employment and education exist within the tribal community. Effective efforts to reduce the American Indian adolescent suicide rate require tribal sanction, involvement of tribal elders, and recognition of each tribe's particular traditional attitudes. Measures that have been successful include use of elders to stay with arrested adolescents, suicide prevention centers, high school programs for pregnant adolescents, first offender programs, early intervention prevention programs, identifying at-risk adolescents, and at-risk adolescents trained as counselors. A list of resources and programs available to American Indian tribes is provided. (NEC)

ED 245 848 RC 014 761

*Copp, James H.*

**Social Impacts of Oil and Gas Developments on a Small Rural Community.**

Texas A and M Univ., College Station. Center for Energy and Mineral Resources.

Report No.—CEMR-MS-8

Pub Date—May 84

Note—59p.; For related document, see ED 234 955.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business, Churches, Community Attitudes, \*Community Change, Community Leaders, \*Community Satisfaction, Educational Finance, Housing, \*Leadership, Mental Health, Power Structure, Quality of Life, Rural Areas, \*Rural Development, \*Socioeconomic Influences, Traffic Circulation

Identifiers—Boomtowns, Economic Impact, \*Energy Development, \*Social Impact, Texas (Caldwell)

To examine the effects of the 1978-81 oil and gas boom on social and economic relations and institutions in Caldwell, Texas, researchers gathered data about the community using census information, historical accounts, official records, publications, observations, interviews, and surveys of 133 residents, 91 businesses, and 40 oil field service companies. Before the boom, Caldwell was a rural trade center for farmers and ranchers, characterized by its heavily German-Czech population, fiscal conservatism, and focus on family and church ties. Its population in 1980 was nearly 3,000. Its years of slow, positive growth and its new young leadership infrastructure helped Caldwell weather and benefit from the boom. Community businesses, especially new oil production companies, prospered, the number of

workers doubled, community institutions such as schools and churches were stronger, more services were available, leadership was stable, and community satisfaction was high. No major mental health problems and little boom-related crime occurred. The boom appeared to be deepening as well as broadening the distribution of power and wealth in the town. The oil boom lifted Caldwell to a new level of economic activity, with an estimated population of 3,500 in 1982. The boom caused few real disadvantages for the community other than increased traffic, difficulties in maintaining roads, and an overexpansion of motels, apartments, and fast food places. (SB)

ED 245 849 RC 014 778

*Britton, Jeannette And Others*

**Medicine Wheels: The Art and Culture of the Plains Indian. An Interdisciplinary Unit for Seventh-Grade Students Involving Art, Social Studies, and Mathematics.**

Seattle Public Schools, Wash.

Pub Date—[Mar 83]

Note—20p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Culture, American Indians, \*Art Activities, Art Appreciation, \*Cultural Education, Grade 7, \*Interdisciplinary Approaches, Junior High Schools, \*Learning Activities, Mathematics, \*Social Studies, Tribes

Identifiers—\*Plains Indians (Anthropological Label)

The interdisciplinary unit for seventh grade students, involving art, social studies, and mathematics, focuses on a study of the forms, symbols, designs, and colors of the traditional art form of the Plains Indians, the Medicine Wheel. Objectives of the unit are for students to gain an understanding of the culture of the Plains Indians; to develop skills in using compasses, protractors, and rulers in geometric construction; and to create "personal Medicine Wheel" designs that incorporate ideas resulting from social studies discussions. Background information, materials required, procedures, and activities to accomplish the objectives are detailed. Selected passages from "Seven Arrows," by Heymehysts Storm, a Northern Cheyenne, and ten pages of appended transparency masters (from Leroy Appleton's "American Indian Design and Decoration") showing examples of medicine wheels and design details are the principal resources for the unit. Suggested activities include discussing reading passages, writing essays, creating Medicine Wheel designs by using mathematical concepts and tools and telling stories about completed Medicine Wheel shields. (NEC)

ED 245 850 RC 014 780

*Schell, Leo M. Burden, Paul R.*

**Before School Starts: A Handbook for New Elementary Rural/Small School Teachers.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—NIE-400-83-0023

Note—47p.

Available from—New Mexico Center for Rural Education, Dept 4N, Box 3 CRE, Las Cruces, NM 88003 (\$7.25).

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, Bulletin Boards, \*Classroom Environment, Classroom Techniques, Community Resources, Discipline, Educational Facilities, Educational Policy, \*Elementary Education, Family School Relationship, Instructional Materials, \*Rural Schools, School Districts, School Policy, \*Small Schools, \*Teacher Orientation

Intended primarily for preservice and beginning teachers, this handbook can also be used by inservice teachers, school administrators, and college professors as an aid in helping new teachers meet the challenges of the opening days of the school year. The handbook begins with instructions for getting acquainted with available instructional resources; facilities, personnel, services; district and school rules, procedures, and policies; the children; the district; and the community's resources. Next, the handbook presents outlined guidance on the following topics: effective room arrangements, decor-



tions, and materials; discipline, control, and management; routines and procedures; class lists; home-school communication; folders for substitute teachers; celebrations; and pupil identification methods. The handbook also includes instructions to new teachers about making plans and schedules and tentatively determining pupils' skill levels. The handbook concludes with bibliographies of articles and books about the first year of teaching (9 entries) and about classroom management and discipline (46 entries). (SB)

**ED 245 851** RC 014 784

Hofmeister, Alan M.

**Technological Tools for Rural Education.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—NIE-400-83-0023

Note—42p.; New Mexico Center for Rural Education, Dept 4N, Box 3CRE, Las Cruces, NM 88003 (\$7.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Computer Assisted Instruction, Computer Managed Instruction, \*Computer Oriented Programs, Educational Innovation, \*Educational Technology, Elementary Secondary Education, Instructional Innovation, \*Microcomputers, \*Rural Education, Rural Schools, \*Small Schools, Technological Advancement, \*Technological Literacy

Effective utilization of computer technology can help rural and small school administrators and teachers overcome problems of time, distance, sparsity in course offerings and support personnel, and unequal funding through facilitation of communication and through the potential to replicate quality instruction. Tools that have implications for rural education include computer managed instruction (CMI), computer assisted instruction (CAI), interactive videotex, noninteractive videotex, and interactive videodisc instruction. Development of CMI systems requires defining curriculum in terms of specific objectives, developing placement testing systems, implementing monitoring processes, and revising instructional programs on the basis of pupil achievement data. The adaptation potential of small business data-base-management programs to CMI academic applications offers access to powerful management programs at modest cost. The portability, cost, and flexibility of CAI using microcomputers may provide the means to offer an urban equivalent delivery system to rural students, but the diversity of alternatives in products and implementation practices requires well trained teachers to apply available technology. Universal excellence obtained through CAI still appears to be more vision than substance. Videotex technology, already a major vehicle for information flow between farmers and the public and private sectors, should be present in rural schools, if only for the vocational training involved. (NEC)

**ED 245 852** RC 014 792

Henderson, Karl A., Comp. Bialeschki, M. Deborah, Comp.

**"What's New In Camping Research?" Abstracts of the Proceedings of the American Camping Association National Convention (San Diego, California, February 27-March 3, 1984).**

Wisconsin Univ., Madison. Recreation Resources Center.

Pub Date—84

Note—47p.; For a related document, see ED 213 706.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescents, Adventure Education, Anxiety, Autism, Behavior Modification, \*Camping, Children, Creativity, Disease Incidence, \*Educational Research, Exceptional Persons, Females, Job Satisfaction, Leadership, Outdoor Activities, \*Outdoor Education, Program Evaluation, \*Recreational Activities, Resident Camp Programs, Self Concept, \*Staff Development, Student Attitudes, \*Summer Programs

Twenty abstracts represent papers on: an agenda for camping research, use of alternative learning environments in an outdoor setting for emotionally disturbed children and youth, effects of specialized

camping program on coronary heart disease risk factors in children, efficacy of physical activity programs for overweight pre-adults at specialized camps, effect of rappelling on the state-anxiety and palmar sweat of fifth graders, and impact of short-term adventure camp on self-concept and anxiety in Japanese adolescents. Also included are abstracts on the influence of tent counselors on children's creativity in residential camps, outdoor leadership competencies, effect of three training methods on teaching preparation of counselor-teachers in a residential environmental education program, job satisfaction among returning camp counselors, selected biographical and personality characteristics contributing to leadership effectiveness of Colorado Outward Bound School instructors, use of behavior modification to control inappropriate residential camp behavior, and women's outdoor adventure programming. The final abstracts cover the economic impact of Massachusetts children's camps, perceived importance of selected outdoor education activities, parental feedback in evaluating Camp Limerlost for disadvantaged children, use of scenarios to forecast camping's future, development of "Leave no Trace" programs for camps, influence of winter interdisciplinary outdoor education program on middle school students' attitudes, and the AMIC Residential Summer Camp for autistic children. (SB)

**ED 245 853** RC 014 798

University for Man Annual Report for 1981.

Kansas State Univ., Manhattan. University for Man.

Pub Date—82

Note—12p.; For related document, see RC 014 799.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Education, Citizen Participation, \*Community Education, Experiential Learning, \*Lifelong Learning, Nonformal Education, \*Nontraditional Education, Postsecondary Education, Program Content, Program Descriptions, Rural Education, School Community Relationship, \*Technological Literacy

Identifiers—\*Appropriate Technology Program KS, Kansas (Manhattan), \*University for Man KS

The 1981 report describes current activities, publications and films, sources of financial support, and organizational overview of the University for Man (UFM), founded in 1967 in Manhattan, Kansas, on the concept of citizens learning from each other and involving themselves to affect their community. The organization is divided into three program units: local Manhattan campus and community programs, state outreach, and appropriate technology. During 1980, UFM's core program in Manhattan used volunteer instructors to teach over 800 courses to more than 15,000 participants. Current UFM Manhattan projects are Know-How Network, offering programs for minority, low-income, and non-formally educated persons; Folklife projects identifying and activating folk artists and their crafts; Lou Douglas Lecture Series, focusing on human rights in 1981; Let's Recreate, providing recreational courses for the handicapped; and Community Gardens, a 2 1/2 acre plot used by over 100 families. Begun in 1977, the UFM Outreach Program now offers over 40 programs in small, rural Kansas communities. Since 1978, the Appropriate Technology Program has sponsored classes, seminars, and workshops to promote local self-reliance in energy, food, shelter, and resource management. Current areas of expertise include home energy conservation, passive solar design, solar greenhouse design and construction, and edible landscaping. (NEC)

**ED 245 854** RC 014 799

UFM: A Community Learning Center. Agency Report [1982-83].

Kansas State Univ., Manhattan. University for Man.

Pub Date—83

Note—16p.; For related document, see RC 014 798.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Education, Citizen Participation, \*Community Education, Experiential Learning, \*Lifelong Learning, Nonformal Education, \*Nontraditional Education, Postsecondary Education, Program Content, Program Descriptions, Rural Education, School Community Relationship, \*Technological Literacy

Identifiers—\*Appropriate Technology Program KS, Kansas (Manhattan), \*University for Man KS During 1982-83, University for Man (UFM) fo-

cused on three areas: the Manhattan, Kansas, community where over 1,000 course programs and community service projects, led by more than 1,000 volunteers ranging in age from 8 to 80, involved over 10,000 participants; the state of Kansas where UFM served 46 communities with rural development/community education programs; and the region where UFM's Appropriate Technology Program promoted self-reliance in the areas of energy, food, shelter, and waste management. Achievements included a joint venture with a minority business to establish a five-county, low-income dwelling weatherization program; a three-state rural library training grant introducing adult humanities programming; designing rural recreation programs for handicapped adults; expanding course offerings from three to five sessions a year; completing a food production teaching landscape encompassing three city lots; and continuing the Lou Douglas Lectures with a 1982 series on arms control and a 1983 series on economic survival. UFM publications and films available for sale/rent include a manual for operating non-credit programs, quarterly newsletter, film history of UFM, and various slide shows. Sources of revenue for the \$738,076.69 1982-83 program include grants, contracts, Kansas State University Division of Continuing Education, class fees, contributions, sales, workshops, and tours. (NEC)

**ED 245 855** RC 014 800

A Guide to MERLIN.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Jun 84

Note—27p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cooperation, \*Databases, \*Educational Resources, Elementary Secondary Education, Human Resources, \*Information Networks, Interests, \*Migrant Education, \*Migrant Programs, \*Program Content, Resource Materials

Identifiers—\*Migrant Ed Resources List and Information Network

The guide describes the mission, objective, and function of the Migrant Education Resources List and Information Network (MERLIN) and defines the scopes of interest currently identified as national priorities in migrant education. MERLIN is a federally funded project designed to improve interstate and intrastate coordination of migrant education activities through the development of a comprehensive national database of educational resources in a range of scopes relevant to the many needs of migrants. MERLIN's objective is to improve overall efficiency while providing a continuity of educational experience for the mobile child. MERLIN's major resource categories are a human resource file of migrant education experts, a programs file of projects specifically geared to migrant needs, and a special curricular methods and materials file. Current scopes of interest are the Migrant Student Record Transfer System, administrative needs, identification and recruitment, parent and community involvement, basic skills, culture, English as a second language, early childhood, special education, dropout prevention, credit accrual and graduation, career education, vocational education, and health and human services. Full implementation of MERLIN will provide administrators, teachers, educational researchers, support staff, and operating agencies with a current list of resources available from across the United States and Puerto Rico. (NEC)

**ED 245 856** RC 014 801

Haenn, Joseph F.

**Evaluation of Project HAPPIER Survey.**

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—15 Feb 84

Note—76p.; Portions of appendices may not reproduce well due to uneven print quality.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Consortia, Curriculum Development, Dental Health, Disease Control, Elementary Secondary Education, \*Health Education, \*Migrant Education, \*Migrant Health Services, \*Migrant Programs, \*Needs Assessment, Nutrition, Parent

### Participation, Questionnaires Identifiers—\*Project HAPPIER

**Project HAPPIER (Health Awareness Patterns Preventing Illnesses and Encouraging Responsibility)** is assembling a consortium of representatives from departments of education in Minnesota, Arizona, Massachusetts, Georgia, Texas, Washington, Florida, California, and Puerto Rico to develop curriculum units for migrant children for teaching health information. The report summarizes results of a survey administered to samples of migrant health center staffs and consortium members and 40 state directors of migrant education to determine entry level knowledge of participating audiences to ensure that curriculum units will meet needs of migrant health staff, migrant education staff, and migrant parents. Respondents indicated migrant "wellness" and disease prevention should be a coordinated effort, led by migrant health projects and migrant education programs. Barriers to adequate health care are cost and inaccessibility, coupled with migrant life styles and lack of information. Since the family is seen as highly influential, any materials development should include materials for parents. The greatest needs for materials are in the areas of nutrition, human growth and development, disease control, and dental health. A knowledge of migrant designed to be integrated with existing curricula. A project overview and a list of objectives are provided in both English and Spanish. The appendices, which form the bulk of the document, include survey forms, comments, and item by item responses. (Author/NEC)

ED 245 857 RC 014 803

Inman, Deborah

Native American Education Program, 1982-83.

OEE Evaluation Report.

New York City Board of Education, Brooklyn, N.Y.  
Office of Educational Evaluation.

Pub Date—Apr 84

Grant—060AH20502

Note—69p.; For related document, see ED 233 868.

Pub Type—Reports - Evaluative (142) —  
Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, \*American Indian Education, Community Services, Cultural Activities, \*Cultural Education, Educational Objectives, Elementary Secondary Education, Field Trips, Minicourses, Needs Assessment, Parent Participation, \*Program Content, \*Program Evaluation, Resource Centers, Tribes, \*Urban American Indians

Identifiers—\*New York (New York), Shinnecock (Tribes), \*Support Services Program

During 1982-83, the Native American Education Program provided after-school and summer session instruction and supportive services to approximately 450 Native American grade K-12 students scattered throughout New York City. Goals of visiting and interviewing 50% of the target population were realized, with 220 home visits made. Materials and curriculum development continued, with progress made on Shinnecock curriculum. Instruction in Native history and culture was given during a 10-session mini-course in the Bronx, Brooklyn, and Queens and during numerous in-school presentations. Tutoring was provided at the resource center. A workshop and resource center materials offered information on education opportunities. Special activities, with student and parent participation, included trips to the Shinnecock and Ward/Point Ridge Delaware Reservations, Black Bear Trading Post, Ramapough Indians, and Philadelphia Pow Wow. A first annual Native American Education Day Celebration featured traditional music, crafts, games, storytelling, foods, and speakers. Recommendations included: finding more accessible quarters or concentrating efforts in reaching students in their homes, schools, and communities; prioritizing objectives and determining if staffing permits the carrying out of proposed activities; listing the program telephone number in the New York City directory; and developing a flyer to encourage parents to submit certification statements needed for student participation. (NEC)

ED 245 858 RC 014 804

Moody, Charles D., Sr. Kearney, C. Philip

Equity in Educational Finance and A Study of the Impact of Block Grants in a Selected State.

Michigan Univ., Ann Arbor. School of Education. Spans Agency—Department of Education, Washington, DC.

Pub Date—84

Note—21p.

Journal Cit—Breakthrough; v12 n2 Win 1984

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Block Grants, Educational Equity (Finance), \*Educational Finance, Educational Policy, Elementary Secondary Education, \*Equal Education, Federal Aid, Financial Policy, Financial Support, \*Government School Relationship, Private Schools, Public Schools, Rural Schools, \*School Districts, School Size, Small Schools

Identifiers—\*Education Consolidation Improvement Act Chapter 2, \*Michigan

The 1981 enactment of the Education Consolidation and Improvement Act Chapter 2 (ECIA-Chapter 2), which consolidated 28 separate categorical federal aid programs into a single block grant, has had policy and fiscal impacts in Michigan. Policy debate centers on the inherent tension between equity, particularly equity defined as equal treatment of equals, and the value of choice, leaving to states and local districts the decisions on where and how to spend ECIA-Chapter 2 funds. This debate establishes the frame for more specific policy issues: the funding shifts that have occurred under ECIA-Chapter 2 and the extent to which these shifts are consistent with legislative intent. As a result of ECIA-Chapter 2, funding in Michigan has shifted away from urban core areas, from public to non-public schools, and from "innovative and creative" suburban districts. Although increases in absolute dollars is small, smaller and rural Michigan school districts (451 of 529 K-12 districts are below 5,000 in enrollment) received substantial percentage increases. ECIA-Chapter 2 also caused a four-fold increase in the dollar value of services available to non-public schools. Additionally, non-public schools located in public school districts qualifying for desegregation and low achievement factors under the formula received an additional windfall. (NEC)

ED 245 859 RC 014 805

Stephens, E. Robert

Toward the Construction of a Research and Development Agenda for Rural Education. Draft.

Pub Date—May 84

Note—21p.; Paper presented at the National Conference on Building Partnerships for Quality Education in Rural America (Washington, DC, June 28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Change Strategies, Educational Development, \*Educational Planning, \*Educational Research, Elementary Secondary Education, Research and Development, \*Research Needs, \*Research Problems, \*Rural Education, Rural Schools, Rural Urban Differences, \*Small Schools

Until the quantity, quality, and utility for policy development of research literature on rural education is improved, the potential for furthering the current national momentum of interest in rural education cannot be realized. Explanations for the limited research literature include a lack of appreciation for differences between rural and urban schools, rural education's limited appeal in the academic community, the small number of professionals who devote careers to continuous rural education study, little networking in professional and research communities, no perceived crisis in rural education, no consensus concerning foci of rural research, and limited research support from the National Institute of Education. Essential steps in constructing a research agenda are developing paradigms to guide future inquiry, and developing initial consensus concerning substantive centers of needed work. Themes suggested for concentration are problems of minority and special populations; characteristics of effective rural schools; characteristics of effective leadership; determinants and consequences of interorganizational collaboration; and support for claims that rural schools are superior because of greater individualized instruction, greater community involvement, and local control. Initiatives that would elevate the current status of research include developing a meaningful taxonomy of rural schools, supporting university research centers and journals specializing in reporting rural education research, and establishing a process to promote vital initiatives. (NEC)

ED 245 860

RC 014 807

Roop, Peter

Natosi: Strong Medicine. Indian Culture Series: Stories of the Blackfeet.

Montana Council for Indian Education, Billings. Report No.—CE-90; ISBN-0-89992-090-X

Pub Date—84

Note—36p.; For related documents, see RC 014 808-809.

Available from—Council for Indian Education, Box 31215, Billings, MT 59107 (\$2.45 softcover; \$6.95 hard cover).

Pub Type—Creative Works (030) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Culture, American Indian Education, \*American Indian History, \*American Indian Literature, American Indians, \*Childrens Literature, Elementary Education, Instructional Materials, \*Reading Materials, Tribes

Part of a series of stories about the Blackfeet Indians, the illustrated story details the capture of the first horses by the Blackfeet. In the story, young Running Crane is allowed to join a party of warriors who raid a Crow camp for horses. Running Crane uses gentleness to capture a black horse but is separated from the raiding party and must use the horse to escape the Crow and return to his people. (SB)

ED 245 861

RC 014 808

Schultz, James Willard

"The Story of Running Eagle" and "The Cause of Things."

Heart Butte School District #1, MT.

Spans Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-089992-093-4

Pub Date—84

Grant—G008103248

Note—28p.; For related document, see RC 014 807-809.

Available from—Council for Indian Education, Box 31215, Billings, MT 59107 (\$1.45).

Pub Type—Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*American Indian Culture, American Indian Education, \*American Indian History, American Indian Literature, American Indians, \*Childrens Literature, Elementary Education, Instructional Materials, \*Legends, \*Reading Materials, Tribes

Identifiers—\*Blackfeet (Tribes)

The two illustrated children's stories are part of a series about the Blackfeet Indians. The first story, originally published in 1916, is the story of Weasel Woman, an orphaned girl who stole her way into a raiding party and became a successful warrior and, ultimately, a war chief named Running Eagle. The second story is a Blackfeet creation tale that describes how, after the Old Man created the world and the first people, a man and his sons set out to find better hunting and discovered the plains and the buffalo. The tale explains how the father rubbed magic black medicine on the feet of his first son so that he could move close to the buffalo to hunt them and how that son and his descendants were the Blackfeet Indians. The story also explains that the other two sons and their descendants settled in areas nearby and became the South Blackfeet and the Blood Indians. (SB)

ED 245 862

RC 014 809

Roop, Peter

Sik-kí-mí. Indian Culture Series: Stories of the Blackfeet.

Montana Council for Indian Education, Billings.

Report No.—DE-91; ISBN-0-89992-091-8

Pub Date—84

Note—27p.; For related document, see RC 014 807-809.

Available from—Council for Indian Education, Box 31215, Billings, MT 59107 (\$1.95 softcover; \$6.45 hard cover).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Culture, American Indian Education, \*American Indian History, American Indian Literature, American Indians, \*Childrens Literature, \*Culture Contact, Elementary Education, Instructional Materials, \*Reading Materials, Tribes

**Identifiers—\*Blackfeet (Tribe)**

The children's story is one of a series about the Blackfeet Tribe at the height of its power in Southern Alberta and North Central Montana. In the story, Eagle Head, a Blackfeet boy, proves his bravery as he faces the first steamboat on the Yellowstone River and recaptures his chief's favorite buffalo horse, Sik-ki-mi, in a raid on a Crow camp. His courage wins him the right to ride the horse in races against the Atsinas. The story is illustrated throughout with full-page black and white drawings. (SB)

**ED 245 863****RC 014 812***Whitworth, Randolph H.*

**Differences between Anglo and Mexican-American Females Classified as Learning Disabilities.**

Pub Date—Apr 84

Note—17p; Paper presented at the Southwestern Psychological Association Conference (New Orleans, LA, April 19-21, 1984); For related document, see ED 234 535.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Anglo Americans, Comparative Analysis, \*Females, Handicap Identification, \*Learning Disabilities, \*Mexican Americans, Standardized Tests, \*Student Evaluation, \*Test Bias, Young Adults

One hundred twenty young adult females, half Anglos and half Mexican-Americans, were administered Wechsler Adult Intelligence Scales (WAIS), Wide Range Achievement Test (WRAT), and Bender Gestalt Tests. Half of each ethnic group were classified by the public schools as learning disabled and half were in regular classes. The WAIS Verbal IQ, Performance IQ, Full-Scale IQ; all WAIS subtests; WRAT Reading, Spelling, and Arithmetic subtests; and the Benders were analyzed by a series of two-way analyses of variance, with ethnicity and learning disabilities as the two main effects. Significant differences between Anglo and Mexican-American females were found, with Mexican-Americans scoring significantly lower on Full-Scale and Verbal IQs, all verbal subtests, and all WRAT scores. No differences between the two groups were found for Performance IQ, any of the Performance subtests, or the Benders. These results reflect the abnormally high number of Mexican-Americans labeled as having "learning disabilities," more than twice the number of Anglos. Bilinguality and sociocultural factors are judged to be responsible for these results and a reconsideration of learning disability criteria is suggested. The study is part of a large group of studies conducted in El Paso, Texas, investigating Anglo and Mexican-American ethnicity, bilinguals, learning disabilities, educational practices, and test bias. (Author/NEC)

**ED 245 864****RC 014 814***Leon, David Jess*

**Choosing a College: Influences on Chicano Freshmen at CSU Fresno.**

Pub Date—Apr 83

Note—23p; Paper presented at the Annual Western Social Science Association (Albuquerque, NM, April 27-30, 1983). The study was funded by a grant from the Affirmative Action Faculty Development Grant, California State University, Fresno.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Choice, \*College Freshmen, Decision Making, Educational Finance, Higher Education, \*Parent Influence, Questionnaires, \*Significant Others, \*Social Influences, \*Student Financial Aid

Identifiers—California State University Fresno, \*Chicanos

A mailed questionnaire yielded data on the influence of social factors leading Chicano freshmen to enter California State University, Fresno (CSU-Fresno), as well as information on family background, academic preparation, and future plans, and compared data of Educational Opportunity Program (EOP) participants and non-participants. Responses from 119 students (68% female, 32% male; 60% EOP participants) entering CSU-Fresno in Fall 1981 indicated the top six influences were parents, high school counselors, EOP staff, siblings, Recruiting Students Via Parents (RSVP) staff, and high school teachers. While EOP and non-EOP freshmen shared the same sources of influence, the order of their importance differed somewhat, but not to a

statistically significant degree. The majority of students graduated from high schools within CSU-Fresno's service area, did not live in dormitories, and were California born. Recommendations included making home visits an integral part of outreach activities; compiling lists of all siblings of currently enrolled Chicano students to be used in seeking potential applicants; inviting high school counselors for on-campus training and mutual consultation workshops; and examining the role of CSU-Fresno's Office of Relations, which is supposed to serve all students but ranked 14th on a scale from 1-16 in terms of influence regarding Chicano freshmen enrollment. (NEC)

**ED 245 865****RC 014 815***Gombeski, William R. And Others*

**Television Public Service Announcements: Are They an Effective Channel for Communicating Health Information to Urban Mexican Americans?**

Baylor Coll. of Medicine, Houston, Tex. Spons Agency—National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD. National High Blood Pressure Education Program.

Pub Date—Oct 80

Grant—HL17269

Note—17p; Paper presented at the Annual American Public Health Association Meeting (108th, Detroit, MI October 19-23, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Behavior Change, Bilingual Instructional Materials, Cardiovascular System, \*Health Education, \*Hypertension, Information Dissemination, \*Mass Media Effects, Media Research, \*Mexican Americans, \*Program Effectiveness, Programing (Broadcast), Public Health, Spanish Speaking, \*Television, Urban Population

Identifiers—\*Public Service Advertising

To document the effects of television public service announcements (PSAs) in a community setting, a public service campaign was designed and implemented to stimulate awareness of and behavioral response to problems of hypertension among urban Mexican Americans in Houston. Three pre-tested Spanish language PSAs were designed to motivate the audience to call for additional information about the control of hypertension. The PSAs were aired 224 times over 6 weeks on all local television stations during daytime and prime time viewing periods. A three-phase evaluation of the effectiveness of the PSAs consisted of telephone surveys of adults in randomly selected Mexican American households. Over one-third of the 499 surveyed adults reported awareness of the PSAs. Also, a significantly greater percentage of the group exposed to the PSAs reported subsequently discussing their blood pressure with their physician, family, or friends; 16.5% reported having a blood pressure checkup. The 101 viewers who called for more information were more likely to have less education, have lower incomes, and be female. Results indicated that a Spanish language PSA campaign can reach a large segment of the Mexican American population and can motivate them to take action. (SB)

**ED 245 866****RC 014 816***Ramirez, Amelie G. Cousins, Jennifer C.*

**Hispanic Women's Health Issues: Understanding A Mosaic Population.**

Pub Date—13 Nov 83

Note—14p; Paper presented at the Annual Meeting of the American Public Health Association (111th, Dallas, TX, November 13-17, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Diabetes, Educational Attainment, \*Females, Geographic Location, \*Health Needs, Health Programs, High Risk Persons, \*Hispanic Americans, Hypertension, \*Literature Reviews, Obesity, Pregnancy, \*Research Needs, Socioeconomic Background

Identifiers—\*Group Characteristics

According to recent research, Hispanic women are a "mosaic" population, being characterized not only according to subethnic group (Mexican Americans, Puerto Ricans, Cubans, Spanish speakers from other countries) and social dimension (educational attainment, linguistic facilities, cultural and ethnic self-identification), but also according to income and geographic location. The lack of educational attainment among large segments of the Hispanic population is the primary factor determining in-

come. Research has also documented several health problems particular to Hispanic women: difficulty of obtaining health care, underuse by medical professionals of family and friend networks, and barriers to adequate prenatal care. In addition, obesity, diabetes, and hypertension are prevalent among Hispanic American women. Studies have revealed significant differences between Anglo Americans and Mexican Americans in health attitudes, behaviors, and knowledge and have shown that many Hispanics rely on the mass media as a source of health information. Despite existing research gains, more research is needed that conceptualizes Hispanic women as a heterogeneous group. More rigorous descriptive studies are also needed, as is research in the areas of pregnancy, obesity, hypertension, and family dynamics. (SB)

**ED 245 867****RC 014 818***Ramirez, Amelie G.*

**El Asesino Silencioso: A Methodology for Alerting the Spanish Speaking Community.**

Pub Date—Sep 79

Note—29p; Paper presented at the Hispanic Health Services Research Conference (Albuquerque, NM, September 5-8, 1979).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Anglo Americans, Behavior Change, \*Cardiovascular System, Community Programs, \*Health Education, \*Information Dissemination, Mass Media, Mass Media Effects, Media Research, \*Mexican Americans, \*Program Development, Program Implementation, Programing (Broadcast), Public Health, Responsibility, Spanish Speaking, \*Television

Identifiers—\*Public Service Advertising, Target Populations, Texas (Houston)

As a result of a survey of 2,322 Houston adults, a nine-phase methodology was used to design a program of public education about cardiovascular disease (CVD). Survey results indicated that Mexican Americans were significantly less knowledgeable than Anglos concerning the impact, nature, and control of CVD. Many Mexican Americans could not recognize CVD as the major cause of death in the United States, define "arteriosclerosis," identify CVD risk factors, or identify the warning signals of a heart attack. Many Mexican Americans did not perceive CVD as a personal health threat nor feel they could control their own health. However, Mexican Americans and Anglos reported similar health care practices. Many respondents relied on mass media for health information but considered doctors a more accurate source. The resulting community health information program of television public service announcements was intended to increase awareness of and response to CVD by Houston's Mexican Americans. Applicable to other health programs, the methodology used to design the program involved identifying the target audience, identifying program goals and objectives, conducting fact-finding research with focus groups, selecting the media, designing pre- and post-program evaluations, implementing the program, evaluating the program, comparing evaluation results, and revising the program. ("El Asesino Silencioso" translates as "The Silent Killer.") (SB)

**ED 245 868****RC 014 819***Treadway, Douglas M.*

**Higher Education in Rural America: Serving the**

**Adult Learner.**

College Entrance Examination Board, New York, N.Y.

Report No.—ISBN-0-87447-176-1

Pub Date—84

Note—81p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$8.95).

Pub Type—Information Analyses (070)—Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Access to Education, \*Adult Education, College Programs, Community Colleges, Community Involvement, \*Delivery Systems, \*Educational Needs, Government Role, Higher Education, Institutional Role, Lifelong Learning, \*Postsecondary Education, Program Development, Rural Areas, \*Rural Education, Womens Education

Aimed at developing a comprehensive delivery system of college-level learning opportunities for adults living in rural areas, the book examines rural



communities and their needs, types of programs available, program development strategies, issues for postsecondary institutions, and state and national policy issues. Chapter 1 defines conditions associated with ruralism: scale and size of community, isolation, cultural homogeneity within the community, and agricultural tradition. Chapter 2 describes the range of rural education programs including General Education Diploma and Adult Basic Education; occupational training; counseling and information programs; economic development; community-based volunteer adult learning programs; women's programs; campus-based programs; industry-based training; telephone, television, radio, and newspaper instruction; independent and individualized study; and integrated systems approaches. Chapter 3 details program development and strategies through gaining access to people in their communities; developing local involvement; determining and relating needs to institutional mission; fostering interinstitutional collaboration; facilitating communications between learners, staff and institutions; using media, mailers, and brochures creatively to promote service; and building "natural neighbor" networks. Chapter 4 addresses issues for postsecondary institutions: relating institutional mission to rural clientele, establishing delivery systems, and establishing institutional policies and administration. Chapter 5 focuses on national and state policy and outlines a rural postsecondary action agenda. (NEC)

ED 245 869 RC 014 822

Amodio, Luisa R. Kelly, Sandra D.  
Meeting the Needs of Rural Minorities: The New Mexico State University and University of Arizona FIPSE Project 1982-1984.

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, \*Career Education, Career Guidance, Cooperative Programs, Elementary Secondary Education, \*Females, \*Inservice Teacher Education, Minority Groups, Program Content, Program Evaluation, \*Rural Education, Rural Environment, Rural Schools, \*Teacher Educators

Identifiers—\*Arizona, \*New Mexico

A three-year collaborative, inservice teacher-training program—being implemented by New Mexico State University, the University of Arizona, and rural school districts in New Mexico and Arizona—is designed to improve educational and occupational opportunities of rural girls and young women in the region. The program emphasizes new and less stereotypical attitudes and roles for boys and girls, utilizes curricula materials about women and ethnic minorities, and presents information about non-traditional careers. Year I was devoted to preparation and pilot testing. Year II focused on training teachers in their communities, and Year III will see institutionalization and dissemination. During Year II, 12 teacher-trainers presented workshops to 110 participating teachers, emphasizing careers and job availability and the need for generating student interest in subjects essential to career preparation. Tours, distribution of printed materials, movies and filmstrips, and speakers were provided, as well as activities including career discovery, values clarification, and textbook evaluation. Year II program evaluation, based on teacher-trainer journals, case studies, and mailed questionnaires, indicates continued need and support for the program. Recommendations for Year III call for increased use of local teacher-trainers and additional ways to collect data and evaluate the program. (NEC)

ED 245 870 RC 014 825

Washington State Johnson O'Malley Indian Education Annual Report 1982-83.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Dec 83

Note—62p.; For related document, see RC 014 826. For earlier annual reports see ED 170 086 and ED 141 049.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*American Indian Education, Attendance Patterns, Cultural Awareness, Dropouts, Educational Finance, \*Educational Objectives,

Elementary Secondary Education, \*Federal Programs, High School Graduates, Mathematics Skills, Parent Participation, \*Program Descriptions, \*Program Effectiveness, Program Proposals, Reading Skills, School Community Relationship, School Counseling

Identifiers—\*Johnson O'Malley Act, \*Washington In 1982-83, the 18 school districts and 1 tribe receiving Johnson O'Malley funds for American Indian education in Washington attempted to increase reading and mathematics proficiency, improve Native American high school graduation rates, and promote cultural awareness activities in schools with high Native American enrollments. By limiting their objectives and using parent volunteers, the programs kept their commitment to improving educational opportunities for Native American children and resulted in a generally steady academic gain, despite reduced funding. Johnson O'Malley funding for the projects provided \$237,000 (down \$27,000 from 1981-82) plus \$28,690 from 1982 funding for 1,695 students. The programs focused on cultural reinforcement (leadership development, career awareness, life skills) and on positive interaction among parent committees, staff, and local education agency officials. The programs had several difficulties during the year. Despite increased counseling efforts, high school dropout rates rose. Also, budget reductions restricted inservice opportunities. Further problems involved improving staff-Native community relations, increasing parent committee participation, and encouraging student participation in school activities. The objectives and evaluations of the 19 programs are included. The report includes a directory of the Johnson O'Malley programs and describes other state and federal programs providing benefits to American Indian public school students. (SB)

ED 245 871 RC 014 826

Statewide Survey of Indian Education. Washington State.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—84

Note—29p.; For related document, see RC 014 825.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*American Indian Education, \*Attendance Patterns, Dropout Research, \*Dropouts, Elementary Secondary Education, \*School Counseling, School Holding Power, State Surveys, Student Placement, \*Tutoring

Identifiers—\*Washington

Questionnaire responses from 65 of 72 Washington school districts with significant Indian populations provided quantitative data about 13,522 American Indian students in grades K-12 in 1981-82. Results showed that 11.3% transferred to or from the districts during the year. Results also showed that American Indian students were at the expected grade level for their age and had not been retained scholastically. No attendance patterns emerged for specific grades, but attendance levels in high school were significantly lower than for earlier years. Results showed a downward trend in reading and mathematics achievement scores, which fell from above average in grade 1 to well below average in grade 12, with a large drop after grade 9. American Indian students used personal counselors increasingly throughout their school years, with an elementary school peak in grade 2 and another around grade 7. However, they decreased their use of tutoring over the years, with a high in grades 7 and 8. American Indian students dropped out of school for various reasons, including withdrawal by parents, expulsion, legal detention, and illness. The reasons for 51% of the dropouts was unknown. American Indian children had a lower dropout rate than the general population. Results should be interpreted carefully. (SB)

ED 245 872

Jorquez, Jaime S.

Teaching Chicano Youth the Sociology of Barrio Social Problems with the Aid of Small Airplane Flights. (An Experiment to Help Reduce Chicano Youth Violence).

Pub Date—Apr 83

Note—18p.; Paper presented at the Annual Meeting of the Western Social Science Association (25th, Albuquerque, NM, April 27-30, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Airports, Cultural Awareness, Cultural Differences, Cultural Influences, Mexican Americans, Quality of Life, \*Social Problems, \*Socioeconomic Status, Sociology, Subcultures, Urban Problems, \*Urban Youth, \*Violence

Identifiers—Aircraft, Airplane Flights, Arizona (Phoenix), Barrios, \*Chicanos

Chicano youth violence (CYV) is a serious problem, progressively more generalized and vicious and increasingly involving girls and children as assailants and also attacks on old people, whites and Mexican nationals. Becoming romanticized and institutionalized into a subculture, CYV is an important factor in the destruction of authentic Chicano culture. CYV is destroying social interaction settings and is interfering with rituals, rites of passage, and ceremonies which promote cultural identity and unity. In an effort to increase understanding of the sources of CYV, 11 youths from rival Chicano gangs in Phoenix, Arizona, were flown over the city to see parts of society normally denied them. The youths, aged 14-17, took half-hour flights in small aircraft whose pilots donated their time and airplanes so the youths could conduct sociological field research into Phoenix. After seeing the difference between affluent Anglo neighborhoods and business districts and poor Chicano areas, the youths were better able to appreciate the psycho-social implications of class stratification and racism on their lives. Also, the flights resulted in new friendship bonds among rival gangs and demand for future flights. However, because of the limited availability of aircraft and pilots, future flights were in doubt. (SB)

ED 245 873

Gilliland, Hap

The Flood. Second edition. Indian Culture Series

DH-19.

Montana Council for Indian Education, Billings.

Pub Date—72

Note—53p.

Available from—Montana Council for Indian Education, 517 Rimrock Road, Billings, MT 59102 (\$1.95).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alaska Natives, \*American Indians, Children's Literature, \*Cultural Differences, Elementary Secondary Education, \*Folk Culture, \*Foreign Countries, \*Legends

Identifiers—Apache (Tribe), Athapaskan (Tribe), Ceylon, China, Delaware (Tribe), \*Flood (Tradition), Greece, Iraq, Jewish Culture, Philippines, Shasta (Tribe), Skokomish (Tribe), Squamish (Tribe), Tlingit (Tribe), Yakima (Nation), Yanawamo (Tribe)

The booklet, illustrated with black and white photographs and drawings, contains 16 one to three page versions of the story of the great flood. Versions of the story as told by representatives of the Skokomish Indians of Western Washington, Apache Indians of New Mexico, Athapaskan Indians of Alaska, Shasta Indians of California, Yakima Indians of Washington, Tlingit Indians of Southern Alaska, Delaware Indians, Indians of the Yellowstone Valley, Squamish Indians of Western Canada, and Yanawamo Indians of South America are included. Other versions are those of the Hebrews and of the Philippine Islands, Ceylon, China, Greece, and Iraq. (SB)

ED 245 874

Alaska High School Seniors Survey Report,

1983-1984.

Alaska State Commission on Postsecondary Education, Juneau.

Report No.—Document No. 84-9

Pub Date—Apr 84

Note—56p.; For related document, see ED 207 431.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Aspiration, \*College Bound Students, \*College Choice, Decision Making, Followup Studies, Higher Education, \*High School Seniors, Out of State Students, \*Participant Satisfaction, Postsecondary Education, Questionnaires, School Size, State Surveys, \*Student Characteristics, Student Mobility

Identifiers—\*Alaska

The seventh annual survey of Alaska public and private high school seniors was conducted to document the pattern of postsecondary education outside the state and to understand underlying

motivations. For 1983-84, 2,949 of a total of 5,952 seniors in 217 schools responded to queries on their sex, race, primary home language, family income, academic rank, opinion of school experience, need for assistance in academic and career planning, and postsecondary plans. Results indicate that while most students are satisfied with high school experiences, those from large schools are more satisfied than those from small schools; those with higher household incomes and higher grades are more likely to continue with postsecondary education; only 26.9% of seniors from small schools plan to attend 4-year postsecondary schools as compared to 46.9% from large schools; of those planning to attend college, 40.2% plan to attend schools in Alaska; students choose out-of-state schools because specific programs are available; 75% of seniors planning to attend out-of-state colleges plan to return to Alaska after completing schooling. A follow-up to the 1982-83 senior survey is appended and indicates the survey predicts, with a high degree of accuracy, the proportion of seniors who will attend in-state postsecondary institutions. (NEC)

## SE

ED 245 875 SE 044 505

Schorsch, Louis L. Dailey, Theresa  
**Research and Development Funding in the Proposed Fiscal Year 1985 Budget. Special Study.**  
Congress of the U.S., Washington, D.C. Congressional Budget Office.  
Pub Date—Mar 84  
Note—91p; For supplemental CBO report, see SE 044 682.

Pub Type—Reports - General (140)  
EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Agriculture, \*Budgets, Energy, Engineering, Federal Aid, \*Federal Programs, Financial Support, Higher Education, Mathematics, Physical Environment, \*Policy, \*Research and Development, \*Sciences, \*Scientific Research, Technology, Transportation

This report discusses in detail the research and development (R&D) elements of the Reagan Administration's budget for Fiscal Year (FY) 1985. Following an introduction (chapter I), chapter II presents an overview of R&D funding in the President's FY 1985 budget. The chapter begins by describing overall R&D spending in terms of the major categories of R&D (basic research, applied research, and development) followed by discussions of policy goals that have motivated the overall pattern of R&D funding and of federal R&D funding by budget function, including projections of 1989 funding levels. Chapter III discusses the R&D budgets of the 10 government agencies that are the largest sponsors of R&D. They are the Department of Defense, National Aeronautics and Space Administration, Department of Energy, National Science Foundation, Department of Health and Human Services, Department of Agriculture, Department of the Interior, Environmental Protection Agency, Department of Transportation, and Department of Commerce. Each agency discussion concludes with a brief statement of the major policy issues raised by the agency's R&D budget. (JN)

ED 245 876 SE 044 569

Canipe, Stephen L.  
**Kudzu—Wonder Weed.**  
Pub Date—84  
Note—16p.  
Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Botany, Environmental Education, Laboratory Procedures, Learning Activities, \*Pests, \*Plant Growth, \*Science Activities, Science Education, Secondary Education, \*Second-ary School Science, Values Clarification, \*Weeds  
Kudzu (*Pueraria lobata*) is a high climbing, exceedingly vigorous vine with twining stems (no tendrils or aerial holdfasts). The plant, introduced from the Orient and currently found in southeastern United States, has been known to choke valuable strands of trees, short electrical wires, and even creep up the sides of high rise buildings. Although considered to be a pest, the plant is useful in holding erosional areas that are too steep to seed. In addition, it is a legume and can be considered a green manure crop adding nitrogen to the soil, thus aiding its fertility. This unit provides: (1) list of objectives; (2) list of 9 activities; (3) list of three values clarification

activities; (4) background information on the plant (including characteristics of the plant and directions for planting it to obtain the best yield); and (5) procedures for two laboratory activities. These laboratories are designed to determine whether or not various weed killers are effective on cultivated kudzu (and at what strengths) and to investigate the percentage of vegetative growth from the plant's nodes and internodal areas. (JN)

ED 245 877 SE 044 570

**Science and Technology Education and National Development.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—ISBN-92-3-102144-3  
Pub Date—83

Note—197p.  
Available from—Unesco, 7 place de Fontenay, 75700, Paris, France.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021) — Books (010)  
Document Not Available from EDRS.

Descriptors—\*Curriculum Development, \*Developing Nations, Educational Improvement, \*Educational Trends, Institutional Role, International Cooperation, Material Development, Nonformal Education, Relevance (Education), \*Science Curriculum, \*Science Education, Science Instruction, Teacher Education, \*Technology  
Identifiers—\*National Development

This three-part book focuses on the condition of science and technology (ST) education worldwide by discussing ways in which it can contribute to social, economic, and cultural developments. Part I examines ways in which ST can affect national development, beginning with a consideration of the impact of ST on the individual, the community, and on the traditions and traditional beliefs of society. Then, in light of past trends and possible future ones, the case is presented for giving education in ST a status at all educational levels. This part concludes with a review of recent trends in ST education in Africa, the Arab States, Asia, and Latin America. Part 2 examines in detail the place of ST in education at all educational levels. Other areas considered include: relating learning to the immediate needs of the community; linking instructional strategies to the actual working practices of adults; the development of content, methods, and materials for ST education; and endogenous development of ST education. Part 3 discusses the objectives of international cooperation and methods of fostering it, the Vienna Programme of Action on Science and Technology for Development, the exchange of information, and the role of UNESCO and other international organizations. (JN)

ED 245 878 SE 044 571

Morillo, Alfredo Del Valle, Ramona  
**Guía de Educación Ambiental para Maestros del Nivel Primario. Los Recursos Naturales en la Enseñanza Primaria. Segunda Edición. (Environmental Education Guide for Teachers of Primary Level. Natural Resources in Primary Instruction. Second Edition.)**

Ministry of Agriculture (Dominican Republic).  
Pub Date—Oct 83

Note—34p.  
Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Conservation (Environment), \*Conservation Education, \*Depleted Resources, \*Ecology, Elementary Education, Environmental Education, Forestry, \*Learning Activities, \*Natural Resources, Soil Conservation, Units of Study, Wildlife

Identifiers—\*Dominican Republic

This guide contains six elementary grade units which focus on environmental concepts considered of major importance by the agricultural personnel of the Dominican Republic. Each of the units shows a cumulative and sequential building of these concepts. Unit 1 (grade 1) focuses on the basics of plant and animal differentiation and on the properties of soil. Unit 2 (grade 2) centers around man's use and care of plants, animals, and soil, and on their interrelationships. Unit 3 (grade 3) considers the natural resources of the country and the community, examining wildlife, forests, and watersheds. Unit 4 (grade 4) covers deterioration and exhaustion of natural resources. Unit 5 (grade 5) and unit 6 (grade 6) deal with conservation and conservation practices, emphasizing the development or understanding of ways to help solve the problems which are pres-

ented. Each unit includes: a list of behavioral objectives; background information, indicating the more important aspects on which the teacher should concentrate; suggested activities (including field-oriented activities) to help students clarify the concept(s) under consideration; suggested complementary activities, which involve reinforcement of concepts through hands-on projects at the school site; and suggested exercises suitable for testing purposes. (JN)

ED 245 879 SE 044 572

Nesher, Pearl, And Others  
**The Development of Semantic Categories for Addition and Subtraction.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1984/14

Pub Date—84

Note—25p; Reprint.

Journal Cit.—Educational Studies in Mathematics;

v13 p373-394 1982

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Addition, \*Cognitive Development, Elementary Education, \*Elementary School Mathematics, Mathematics Education, Mathematics Instruction, \*Problem Solving, \*Subtraction

Identifiers—Mathematics Education Research, \*Semantic Categories, \*Word Problems

This paper proposes a semantic analysis in which meanings of word problems are structures that include class and order relations, and suggests a hypothesis of developmental levels that can account for children's performance of these problems at various ages. The different kinds of problems vary in the complexity of semantic structures and the operations required to derive the meaning structures from the problem texts. A representational process in children's understanding of problems corresponding to the derivations in the semantic analysis is postulated which explains the relative difficulty of different kinds of word problems. The meaning structures can also be viewed as semantic interpretations of formal arithmetic sentences; this provides an analysis of children's achievements of more sophisticated understanding of arithmetic concepts and relationships. The first section reviews and presents empirical data for different categories of addition and subtraction word problems. The second section proposes developmental levels of word problem-solving ability that relate to growth in empirical, mathematical, and logical knowledge structures. The third section demonstrates how these developmental levels account for the accumulated data on children's performances of the arithmetic word problems presented earlier. (JN)

ED 245 880 SE 044 573

VanLehn, Kurt  
**Empirical Studies of Procedural Flaws, Impasses, and Repairs in Procedural Skills.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC; Office of Naval Research, Washington, DC. Psychological Sciences Div.

Report No.—LRDC-TR-ONR-8

Pub Date—Mar 82

Contract—N00014-79-C-0215

Note—76p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Computer Software, \*Diagnostic Tests, Elementary Education, \*Elementary School Mathematics, Mathematics Education, Mathematics Instruction, \*Mathematics Skills, \*Skill Analysis, \*Subtraction

Identifiers—Error Analysis (Mathematics), Mathematics Education Research, \*Repair Theory

This report presents results of several extensive empirical studies. Prior to these studies it was believed that errors in procedural skills such as multi-digit subtraction could be accurately modelled with two mechanisms: bugs ('competence' phenomena reflecting mistaken beliefs about subtraction which are unstable over time) and slips ('performance' phenomena loosely related to subtraction which are unstable over time). A computational descriptive framework, the 'Buggy' model and a diagnostic program (DEBUGGY) were developed wherein bugs and slips modelled performance,

describing the content of wrong answers and the steps taken in producing them. Students ( $N=925$ ) studying subtraction were tested using the diagnostic tests developed by DEBUGGY. Some students were retested two days later to measure short-term stability of bugs, while others were retested several months later to study long-term stability. All tests were analyzed by DEBUGGY, and by expert diagnosticians to assess DEBUGGY's diagnostic abilities. Findings indicate DEBUGGY was as good as or better than human diagnosticians at discovering bugs that explain students' errors. Other findings challenge the belief that bugs and slips alone account for procedural error data. In addition, predictions of Repair Theory (a theory that predicted which bugs would exist for a given procedural skill) were verified. (Author/JN)

ED 245 881

SE 044 574

Thomas, Hoben

**Sex Differences in High Mathematical Reasoning**

Ability: A Theory to Fit the Facts.

Pub Date—84

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Genetics, \*Mathematics Achievement, \*Mathematics Education, \*Models, \*Quantitative Tests, \*Scores, \*Secondary Education, \*Secondary School Mathematics, \*Sex Differences, \*Theories

Identifiers—\*Scholastic Aptitude Test

In talent searches for gifted junior high school youth, those who score in the top two to five percent on a standardized achievement test are eligible to take the Scholastic Aptitude Test (SAT) which is regarded as a high-level ability test. While no important sex differences on the SAT verbal test have been observed, substantial sex differences in several statistics (including average scores) have consistently favored boys on the SAT mathematics test. A theory is provided which accounts for and provides an explanation of the SAT mathematics sex differences data. The proposed model based on this theory assumes that a recessive X-linked gene facilitates high mathematical score performance. It is pointed out that: (1) predictions from the theory are in precise order agreement with empirical data; (2) new testable predictions have been made; and (3) published data enables bounds on the putative recessive facilitative gene to be given (which may be less than 0.07). It is also pointed out that the model does not "prove" genetic factors are at the root of high mathematical test score sex differences; but until an alternative is proposed and the current model is clearly falsified, it should be regarded as a viable testable explanation. (Author/JN)

ED 245 882

SE 044 575

**The World Conservation Strategy and Environmental Education.**

Nature Conservation Education Committee, Rijswijk (Netherlands).

Pub Date—Sep 81

Note—16p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conservation (Environment), Developing Nations, \*Educational Objectives, \*Environmental Education, \*Global Approach, Policy Formation, Social Influences, Social Problems

Identifiers—Environmental Problems, \*Netherlands, \*World Conservation Strategy

On March 5, 1980, the "World Conservation Strategy: Living Resource Conservation for Sustainable Development" (WCS) report was submitted to the Dutch government. The Nature Conservation Education Committee (CNBE) was then asked to prepare another report based on its initial reactions to the WCS, particularly to section 13, which deals with education. Therefore, the committee set up an ad hoc working party to consider the fundamental aspects of the relationship between environmental education (EE) in the Netherlands and global problems. These considerations are reported in this document. Areas addressed include: the CNBE and the WCS; the nature of EE education; EE as a strategic task; short term and long term approaches—action versus education; EE and global tension; lines of demarcation related to EE in the Netherlands; and target groups. Nine recommendations are also included. For example, it is recommended that environmental education include not only nature conservation in the sense of protecting wildlife but also the problems of energy and mineral resources

(which are completely absent from section 13 in the WCS) and that local concrete situations (such as problems of weedkillers and pesticides) be used to illustrate global relationships and foster global awareness. (JN)

ED 245 883

SE 044 576

**International Competitiveness in Electronics.**

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Report No.—OTA-ISC-200

Pub Date—Nov 83

Note—547p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Automation, \*Competition, \*Electronics, Employment Patterns, Engineering Education, Financial Support, Higher Education, \*Industry, \*International Relations, \*International Trade, Manufacturing, \*Policy, Science Education, Secondary Education, Technology

Identifiers—\*Industrial Policy, United States

This assessment continues the Office of Technology Assessment's (OTA) exploration of the meaning of industrial policy in the United States context, while also examining the industrial policies of several U.S. economic rivals. The major focus is on electronics, an area which virtually defines "high technology" of the 1980's. The assessment sets the characteristics of the technology itself alongside other forces that exert major influences over international competitiveness. Specific areas addressed include: electronics technology; structure, trade, and competitiveness in the international electronics industry; quality, reliability, and automation in manufacturing; role of financing in competitiveness and electronics; human resources (education, training, management); employment effects; national industrial policies; and U.S. trade policies and their effects. The report concludes by outlining five options for a U.S. industrial policy, drawing on electronics for examples of past and prospective impacts, as well as on OTA's previous studies of the steel and automotive industries. A detailed summary and introductory comments are included. Also included in appendices are case studies in the development and marketing of electronics products, a discussion of offshore manufacturing, and a glossary of terms used in the assessment. (JN)

ED 245 884

SE 044 577

Danilov, Victor J.

**Science and Technology Centers.**

Report No.—ISBN-0-262-04068-9

Pub Date—82

Note—363p.

Available from—The MIT Press, 28 Carleton Street, Cambridge, MA 02142 (\$45.00).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—\*Design Requirements, \*Exhibits, \*Facility Planning, Facility Requirements, Institutional Administration, Institutional Characteristics, Museums, Program Development, Safety, Science Education, \*Science Facilities, \*Science Programs, Sciences, \*Technology

Science and technology centers, which are relative newcomers to the museum field, differ from traditional museums in a number of respects. They are concerned with furthering public understanding and appreciation of the physical and biological sciences, engineering, technology, and health and seek to accomplish this goal by making museums both enlightening and entertaining. They are best known for their contemporary rather than historic perspective and their reliance on participatory exhibit techniques rather than objects of intrinsic value. This book provides a hands-on, do-it-yourself guide to planning, building, and operating such facilities. Among the specific topics treated in detail are organization, the governing board, administration and management, security and safety, staffing, financing and fund-raising activities, community services, public relations, educational programming, publications, membership, collections management, exhibit design, temporary and traveling exhibitions, and evaluation techniques. In addition, the educational philosophy and historical development of these centers are discussed. Also discussed are the various types of centers, including comprehensive centers (such as industry or educationally oriented centers), specialized centers (such as health, energy, trans-

portation, space, and nature centers), and limited centers (such as museums with science center components). (JN)

ED 245 885

SE 044 578

**Environmental Trends.**

Council on Environmental Quality, Washington, D.C.

Pub Date—Jul 81

Note—585p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Change, Ecology, \*Energy, \*Land Use, Metals, Pesticides, \*Physical Environment, \*Pollution, Population Trends, Social Indicators, \*Transportation, \*Water Quality, Water Resources, Wildlife

Identifiers—Environmental Quality, \*Hazardous Materials

This document consists of data which highlight trends in all sectors relevant to environmental policy. These data are presented in the form of charts and maps contained in 13 sections under the following headings: people and the land; critical areas (wetlands, wild areas, parks, historic places, and risk zones); human settlements; transportation; material use and toxic waste; toxic substances (pesticides, industrial chemicals, metals, and radiation); cropland, forests, and rangeland; wildlife; energy; water resources; water quality (rivers and streams, lakes, and oceans); air quality; and the biosphere (population, land, wildlife, oceans, and atmosphere). Each chart or map is accompanied by a brief discussion highlighting the changes noted. Among the findings reported are: (1) a reduction in total suspended particulates and sulfur dioxide concentrations in urban air; (2) a continual reduction in the extent of natural land areas in the United States; (3) a dramatic change in the patterns of land use in the U.S. (such as human settlements locating in areas once avoided because they were too hot or cold); and (4) changes in the condition of the land due to natural and/or human factors. (JN)

ED 245 886

SE 044 579

**Science Indicators 1982. An Analysis of the State**

of U.S. Science, Engineering, and Technology.

National Science Foundation, Washington, D.C.

National Science Board.

Report No.—NSB-83-1

Pub Date—83

Note—372p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Annual Reports, \*Engineering, Expenditures, Federal Aid, Higher Education, \*Industry, International Relations, International Trade, \*Public Opinion, \*Research and Development, \*Sciences, Scientific Personnel, Scientific Research, State of the Art Reviews, Technological Advancement, \*Technology

Identifiers—National Science Foundation, \*Science Indicators

This document analyzes science and technology activities in the United States and their relationships to the efforts of other major industrialized countries. Major areas addressed in the seven chapters are: (1) international science and technology (considering national investments in research and development—R&D, outputs of R&D, international technology and trade flows, and international scientific cooperation); (2) support for United States research and development (examining national expenditures for R&D and trends in federal support for R&D); (3) science and engineering (SE) personnel; (4) industrial science and technology (considering scientists and engineers in industry, expenditures for R&D in U.S. industry, patented inventions, small business and technological progress, and university-industry cooperation in R&D); (5) academic SE (examining magnitude and characteristics of the system, and resources for and outcomes of academic SE); (6) public attitudes toward science and technology (focusing on general attitudes toward science and technology, public preferences and expectations, attitudes toward specific issues, and nongovernment science policy leaders and the attentive public); and (7) advances in such science and engineering areas



as prime numbers, surfaces, cognitive development in early childhood, and exploring the ocean floor. (Detailed statistical tables are included in an appendix.) (JN)

**ED 245 887** SE 044 620

*Padilla, Michael J. Comp.*  
**Science and the Early Adolescent.**  
National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-87355-028-5

Pub Date—83

Note—129p.

Available from—NSTA Special Publications, 1742

Connecticut Ave., NW, Washington, DC 20009.

Pub Type—Books (010)—Reports—Descriptive

(141)—Journal Articles (080)

**EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Biological Sciences, \*Classroom Techniques, \*Cognitive Development, Elementary School Science, Intermediate Grades, Junior High Schools, Middle Schools, Physical Sciences, \*Science Activities, Science Education, \*Science Instruction, \*Secondary School Science

**Identifiers—**\*Early Adolescents

This book is a collection of articles which focus on various aspects of middle and junior high school science. The first section gives a philosophical background to teaching in the middle or junior high school, addressing questions about the special demands of teaching at this level. The second section provides background information on the developmental characteristics of the early adolescent, emphasizing the cognitive and social/emotional aspects of this development. The third section presents articles that focus on the methodology of teaching science. Several concentrate on the different aspects of teaching 10- to 15-year-olds and discuss such topics as managing the classroom, organizing the laboratory, assessing a science program, and utilizing a variety of teaching resources and methods. The last section gives examples of some very creative and often overlooked answers to the "what to teach" question. Sample activities or unit ideas from the life and physical sciences, many stressing scientific thinking or science process skills, are featured. (JN)

**ED 245 888** SE 044 621

*Morse, William C.*

**Diagnosis and Prescription: The Affective Half.**

The Second Annual Dr. John W. Wilson Memorial Address.

Research Council for Diagnostic and Prescriptive

Mathematics, Kent, OH.

Report No.—ISBN-0-940466-06-0

Pub Date—81

Note—14p.; Paper presented at the Annual Conference of the Research Council for Diagnostic and Prescriptive Mathematics (8th, Hershey, PA, April 27, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**\*Affective Behavior, \*Attribution Theory, Diagnostic Teaching, \*Educational Diagnosis, Educational Research, Elementary Secondary Education, \*Mathematics Achievement, Mathematics Anxiety, \*Mathematics Education, Student Attitudes, \*Student Motivation

Two major topic areas related to the affective half of prescriptions in mathematics are explored. The first area focuses on stationary or general information about motivation which provides an important backdrop as a prelude to formulating useful individual affective prescriptions. Several observations about stationary motivational variables (based on attribution theory) are noted. It is indicated that achievement motivation in general may not be reflected in a student's intent to achieve in mathematics (or even in various different mathematics experiences) and that teachers should appreciate the power of attributions (such as ability, effort, luck and other people) for success and failure. The second area focuses on the individualization of the affective prescription, examining: (1) anxiety and attitudes toward mathematics; (2) if a student's motivational problem is really a family product; and (3) whether special children are different from others (considering children deficient in primary group family experience, the value defective youngster, group conditions, and temperament and schooling). It is pointed out that an affective component can be added to the usual academic prescription and that responding to individual differences is not just to

have tasks which are possible for students at any given point in time, but methods which are appropriate. (JN)

**ED 245 889** SE 044 622

*Backler, Alan*

**Energy and Economics for the Middle Grades. Unit**

**II. Lessons and Activities for the Middle Grades.**

Indiana State Dept. of Commerce, Indianapolis.

Div. of Energy Policy.; Indiana State Dept. of

Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency—Department of Energy, Washing-

ton, D.C.

Pub Date—May 84

Grant—DE-FG45-76CS60038

Note—158p.

Pub Type—Guides—Classroom—Teacher (052)

**EDRS Price—MF01/PC07 Plus Postage.**

**Descriptors—**Conservation Education, Costs, \*Decision Making, \*Economics, \*Energy, Energy Conservation, Intermediate Grades, Junior High Schools, \*Learning Activities, Lesson Plans, Natural Resources, \*Resource Materials, Teaching Methods

**Identifiers—**Alternative Energy Sources, \*Energy Education, \*Supply and Demand

Working knowledge of basic economics concepts can assist in developing the necessary understanding and decision-making skills inherent in dealing with changing energy situations. The eight basic and four advanced lessons included in this guide have been designed to help students in becoming more aware of the energy choices that they must make in the present and for the future. The energy and economic concepts contained in these lessons can help students in making these choices. Each lesson includes concept(s) to be fostered, recommended time, list of materials needed, economics concepts in the lesson, rationale for the lesson, instructional objectives, suggested instructional strategies, suggested evaluation strategy, and student materials (such as handouts and worksheets). A list of free and inexpensive resources in energy economics (arranged by such subject areas as coal, conservation, electricity, and environment) is also provided. Topic areas addressed in the basic lessons include: energy consumption; current energy sources; energy alternatives; productive resources (labor, capital, natural resources); opportunity costs; and supply and demand. Topic areas of the advanced lessons are changes in supply and demand, internal and external costs, responding to changes in price, and price ceilings. (JN)

**ED 245 890** SE 044 623

*Fleming, M. Lynette*

**Project WILD Evaluation Final Report of Field**

**Test.**

Western Regional Environmental Education Council.

Pub Date—1 Jul 83

Note—71p.

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC03 Plus Postage.**

**Descriptors—**\*Academic Achievement, \*Attitude Change, Elementary Secondary Education, Environmental Education, \*Field Tests, Learning Activities, \*Program Effectiveness, Program Evaluation, Program Implementation, \*Student Attitudes, Teacher Attitudes, \*Wildlife

**Identifiers—**Environmental Education Research,

\*Project WILD

The primary purpose of this evaluation was to discover what effect Project WILD had on students and teachers. These effects included changes in student learning and attitudes about wildlife as well as teachers' reactions to the Project WILD implementation and materials. The project was field tested in three states, in three demographic areas (rural, suburban, and urban), and across all elementary and secondary grade levels. Subjects included 259 teachers and over 6000 students. A comparison was also made of the two methods of disseminating project materials to find out which was best for students and teachers. Results indicate that the project had a definite impact on students and teachers. Students showed significant gains in learning and developed attitudes toward wildlife that were consistent with project goals. Teachers found the activities stimulating and worthwhile in their classes, and were able to integrate them into their curricula. However, effects of the project were not uniform. Secondary teachers and students experienced only limited success with the project compared to elementary teachers and students. Six

recommendations are offered based on these and other findings. (Evaluation instruments used are included in an appendix.) (JN)

**ED 245 891** SE 044 624

*Swift, J. Nathan And Others*

**Observed Changes in Classroom Behavior Utilizing**

**Supportive Intervention.**

State Univ. of New York, Oswego. Coll. at Oswego.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April, 1984).

Pub Type—Reports—Research (143)—Speeches/

Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**Elementary School Science, Intermediate Grades, Junior High Schools, \*Questioning Techniques, Science Education, \*Science Instruction, \*Secondary School Science, \*Student Teacher Relationship, \*Teacher Behavior, Teacher Improvement, \*Time Factors (Learning)

**Identifiers—**Science Education Research, \*Wait

Time

The effects of instructional guides and wait-time feedback upon the classroom interaction of 40 middle school science teachers were investigated in a prior study. The experimental nature of that study produced an artificial situation involving little personal contact between teacher-participants and the research staff. Therefore, a subsample of 10 teachers cooperated in a follow-up study. After a workshop, weekly tape recordings of the participants' classes were analyzed. Discussions with the teachers were held concerning effectiveness. Since only strengths and successes were emphasized, the process was labeled "supportive intervention." Over the 4-week duration of the study, important changes in teacher-student interaction were observed. Teachers extended their wait-times to the 3 second minimum. There was an increase in student-student interaction and in length of student responses. Teachers asked greater numbers of divergent and evaluative types of questions indicative of higher levels of cognitive discourse in the classroom. Finally, the teachers responded in a highly favorable manner to the suggestions provided by members of the research team. It appears that monitoring wait-time using an electronic device accompanied by supportive intervention does provide an avenue for the improvement of teaching skills. (JN)

**ED 245 892** SE 044 625

*Watt, Shirley L., Ed.*

**Science Fairs and Projects.**

National Science Teachers Association, Washing-

ton, D.C.

Report No.—ISBN-0-87355-030-7

Pub Date—84

Note—44p.

Pub Type—Journal Articles (080)—Reports—Descriptive (141)—Collected Works—General (020)

**EDRS Price—MF01/PC02 Plus Postage.**

**Descriptors—**\*Elementary School Science, Elementary Secondary Education, Position Papers, Science Education, \*Science Fairs, \*Science Projects, \*Secondary School Science, \*Student Projects

This collection of 20 articles from "The Science Teacher" and "Science and Children" is provided to assist teachers, students, and parents in preparing for science fairs. Four major questions about science fairs are addressed in the articles. They are: (1) Who should participate in a science fair? (2) How should a fair be organized? (3) What makes a science project successful? and (4) How should projects be judged? A position statement by the National Science Teachers Association (NSTA) on science fairs is included. (JN)

**ED 245 893** SE 044 626

*Deck, Carol Comp.*

**Results from EVIST-Supported Projects**

**1976-1980.**

National Science Foundation, Washington, DC.

Research Initiation and Improvement Div.

Pub Date—Apr 84

Note—102p.; Data for this report were taken from program records and therefore may differ from official NSF source documents.

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC05 Plus Postage.**

**Descriptors—**Engineers, \*Ethics, \*Federal Programs, Higher Education, Policy Formation,

\*Program Descriptions, Research and Development, \*Sciences, Scientists, \*Social Values, \*Technology, Values

Identifiers—National Science Foundation

The program on Ethics and Values in Science and Technology (EVIST) at the National Science Foundation has two major goals. The first is to stimulate research on ethical aspects of contemporary issues involving scientific and technological research and development and on social values that influence and are influenced by the work of scientists and engineers. The second is to improve discussion, understanding, and policies and practices affecting and affected by science and technology. The 70 projects summarized in this report have contributed to these goals. Each summary includes: (1) project title; (2) name of principal investigator(s); (3) institution at which the work was based; (4) project reference codes; (5) completion date; (6) amount of funding; (7) summary; and (8) list of pertinent publications. Two indexes are found after the summaries. The first, an index of reference codes, is divided into five sections: health and safety; philosophy and ethics (including bioethics and environmental ethics); public policy; science, technology, and society; and "other." The second is an index of principal investigators. Programs included are for fiscal years 1976 to 1980. (JN)

ED 245 894

SE 044 627

The Computer Industry. High Technology Industries: Profiles and Outlooks.

International Trade Administration (DOC), Washington, DC.

Pub Date—Apr 83

Note—66p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - General (140) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Competition, \*Computers, \*Computer Software, Economics, Foreign Policy, \*Industry, \*International Trade, \*Research and Development, Robotics, Semiconductor Devices, \*Technological Advancement, Technology, Telecommunications

Identifiers—\*Computer Industry

A series of meetings was held to assess future problems in United States high technology, particularly in the fields of robotics, computers, semiconductors, and telecommunications. This report, which focuses on the computer industry, includes a profile of this industry and the papers presented by industry speakers during the meetings. The profile (prepared by Robert Eckelmann) assesses the industry's international competitive position, identifies important competitive issues, and presents options to address these issues. Issues focus on the systems concept, the skills shortage, research and development (R&D), software capabilities, and foreign targeting practices. Industry papers are: (1) "The Computer Industry: Restrictions and Performance Requirements" (Edson de Castro); (2) "U.S. Response to Industry Targeting Practices" (Stephen G. Jerrits); and (3) "U.S. Controls on International Trade" (John W. Lacey). Introductory material includes a list of 11 general issues which emerged from the meetings followed by a summary of issues related to the computer industry. Two issues noted are that the industry requires both the domestic and international markets to sustain its characteristically high level of investment in R&D and that the competitive problem needs to be addressed through domestic policies that improve the efficiency of the U.S. free market system. (JN)

ED 245 895

SE 044 628

Scientists, Engineers, and Technicians in Manufacturing and Nonmanufacturing Industries: 1980-81. Surveys of Science Resources Series. Detailed Statistical Tables.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-83-324

Pub Date—83

Note—302p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Employment Statistics, \*Engineers, \*Industry, \*Manufacturing Industry, \*Paraprofessional Personnel, \*Scientists

Identifiers—National Science Foundation

This document provides tabular data on scientists, engineers, and technicians in manufacturing industries

for 1980, as well as in non-manufacturing industries for 1981. The tables are arranged in six sections. The first three sections focus on scientists, engineers, and technicians in manufacturing industries for 1980 by major occupational group and detailed industry of employment, by detailed occupation and broad industry group of employment, and as a percent of total employment in the industry, and the relative error. The next three sections focus on scientists, engineers, and technicians in nonmanufacturing industries for 1981 by major occupational group and detailed industry of employment, by detailed occupation and broad industry group of employment, and as a percent of total employment in the industry, and the relative error. Although summary statistics included in the 1980 data have already been published, the data by detailed field, or by 3-digit Standard Industrial Classification code, are now presented for the first time. Therefore, the 1980 data are at the same level of detail as the 1981 data, providing researchers and analysts with comparable data for the two industrial categories. (JN)

ED 245 896

SE 044 629

Independent Learning Project for Advanced

Chemistry (ILPAC). Teachers' and Technicians'

Notes for First Year Units.

Inner London Education Authority (England).

Report No.—ISBN-0-7195-4056-9

Pub Date—8 Sep 83

Note—230p.; For student units see SE 044 630-639.

Available from—John Murray (Publishers) Ltd., 50

Albemarle Street, London W1X 4BD England (6.95 pounds).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Chemistry, High Schools, \*Independent Study, Science Education, \*Science Experiments, \*Science Instruction, \*Science Programs, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Great Britain

The Independent Learning Project for Advanced Chemistry (ILPAC) has produced units of study for students in A-level chemistry. Students completing ILPAC units assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. These teachers' and technicians' notes are for the 10 first year units. These units focus on: (1) the mole; (2) atomic structure; (3) chemical energetics; (4) chemical bonding and structure; (5) the gaseous state; (6) principles of equilibrium; (7) equilibrium (acids and bases); (8) hydrocarbons; (9) the s-block elements; and (10) the halogens. The notes include answers to pre- and post-tests, list of materials needed for experiments, procedures for preparing solutions, comments about experiments and computer programs used by students, safety considerations, and instructional strategies. (JN)

ED 245 897

SE 044 630

The Mole. Independent Learning Project for Advanced Chemistry (ILPAC). Unit S1.

Inner London Education Authority (England).

Report No.—ISBN-0-7195-4035-6

Pub Date—8 Sep 83

Note—86p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Chemical Reactions, \*Chemistry, High Schools, \*Independent Study, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study, Weight (Mass)

Identifiers—\*Great Britain, \*Mole (Chemical), Stoichiometry

This unit on the mole is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit, designed to help students consolidate some of the ideas about the mole learned in previous courses, consists of two levels. The first level focuses on: (1) relative mass; (2) the concept of the mole as the unit amount of substance; and (3) the use of the mole concept in stoichiometric calculations to determine how much material is used in a chemical reaction and how to

find the empirical formula of a compound. The second level extends the concept of stoichiometry to reactions in solution, showing how to apply it in a variety of titrations. Five experiments, practical exercises involving the weighing of coins, and detailed notes on study skills are included. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

ED 245 898

SE 044 631

Atomic Structure. Independent Learning Project

for Advanced Chemistry (ILPAC). Unit S2.

Inner London Education Authority (England).

Report No.—ISBN-0-7195-4036-4

Pub Date—8 Sep 83

Note—105p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Atomic Structure, \*Chemistry, High

Schools, \*Independent Study, Science Education,

\*Science Experiments, \*Science Programs, \*Secondary School Science, Spectroscopy, Units of

Study, Weight (Mass)

Identifiers—\*Great Britain

This unit on atomic structure is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit consists of two levels. Level one focuses on the atomic nucleus. Level two focuses on the arrangement of extranuclear electrons, approaching atomic orbitals through both electron bombardment and spectra. Two experiments are included: the electron method for determining ionizing energy and a qualitative examination of spectra of some s-block elements using a hand spectroscope. Also included are exercises (with answers), pre- and post-tests, and in appendices, a historical perspective on the topic and additional exercises on calculating relative atomic mass from percentage abundance. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

ED 245 899

SE 044 632

Chemical Energetics. Independent Learning

Project for Advanced Chemistry (ILPAC). Unit

S3.

Inner London Education Authority (England).

Report No.—ISBN-0-7195-4037-2

Pub Date—8 Sep 83

Note—107p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Chemical Bonding, Chemical Reactions, \*Chemistry, \*Energy, High Schools, \*Independent Study, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Thermodynamics, Units of Study

Identifiers—Chemical Energy, \*Great Britain

This unit on chemical energetics is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit, which consists of two levels, provides a clear yet detailed and thorough introduction to the topic. Level one extends ideas from previous courses, introduces and emphasizes the importance of Hess' law, and shows how enthalpy changes associated with chemical reactions are used to discuss the stability of substances and the likelihood of those reactions occurring spontaneously. Level 2 examines the energetics of bond formation in both covalent and ionic substances. Six experiments, exercises (with answers), pre- and post-tests, and numerous worked examples are provided. Additional material (including an experiment on applying Hess' law and description of a bond calorimeter) is included in appendices. Students completing this ILPAC unit

assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 900** SE 044 633  
Bonding and Structure. Independent Learning Project for Advanced Chemistry (ILPAC). Unit 54.  
Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4038-0  
Pub Date—8 Sep 83  
Note—107p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—\*Chemical Bonding, \*Chemistry, High Schools, \*Independent Study, Molecular Structure, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study  
Identifiers—\*Great Britain

This unit on chemical bonding is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit, which consists of two levels, provides an introduction to the main types of chemical bonding and important aspects of structure. The main emphasis is placed on such topics as ionic and covalent bonding, shapes of molecules, electronegativity, and simple lattices; introductory treatments of such advanced topics as hybridization and delocalization are also included, together with experimental approaches to model-making and oxidation numbers. Two experiments, 79 exercises (with answers), and pre- and post-tests are provided. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 901** SE 044 634  
The Gaseous State. Independent Learning Project for Advanced Chemistry (ILPAC). Unit P1.  
Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4039-9  
Pub Date—8 Sep 83  
Note—97p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—\*Chemistry, High Schools, \*Independent Study, Kinetic Molecular Theory, Matter, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study  
Identifiers—\*Gases, \*Great Britain

This unit on the gaseous state is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit consists of two levels. Level one deals with the distinctive characteristics of gases, then considers the gas laws, in particular the ideal gas equation and its applications. Level two concentrates on the kinetic theory of gases, deviations from ideal behavior, and the distribution of molecular velocities in a gas. The necessary calculations and their solutions are stressed throughout the unit. Three experiments, exercises (with answers), and pre- and post-tests are included. Additional exercises and a discussion of the liquefaction of gases are provided in appendices. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 902** SE 044 635  
Equilibrium I: Principles. Independent Learning Project for Advanced Chemistry (ILPAC). Unit

P2.

Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4040-2  
Pub Date—8 Sep 83

Note—113p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—\*Chemical Equilibrium, \*Chemistry, Energy, High Schools, \*Independent Study, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study

Identifiers—\*Great Britain

This unit on the principles of equilibrium is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit consists of two levels. After a treatment of non-mathematical aspects in level one (the idea of a reversible reaction, characteristics of an equilibrium state, the Le Chatelier's principle), the equilibrium law is introduced in level two. Students are shown step-by-step how to solve numerical problems based on the law as well as applications of the law to such systems as the equilibrium between a slightly soluble salt and its saturated solution. Five experiments, exercises (with answers), and pre- and post-tests are included. More advanced topics (such as the relationship between equilibrium constant and changes in enthalpy and free energy) are also included to meet the needs of certain syllabi. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 903** SE 044 636  
Equilibrium II: Acids and Bases. Independent Learning Project for Advanced Chemistry (ILPAC). Unit P3.  
Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4041-0  
Pub Date—8 Sep 83

Note—119p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—\*Chemical Equilibrium, Chemical Reactions, \*Chemistry, High Schools, \*Independent Study, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study

Identifiers—Acids, Bases (Chemistry), \*Great Britain

This unit on equilibrium is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit, which consists of two levels, focuses on the application of equilibrium principles to equilibria involving weak acids and bases, including buffer solutions and indicators. Level one uses Le Chatelier's principle to provide a qualitative explanation of the behavior of equilibria involving the weak acids and bases. Key ideas, including Bronsted-Lowry theory, self-ionization of water, and action of buffer solutions are introduced. Level two covers much of the same material, but from a more mathematical standpoint. A discussion of the way in which pH changes during different types of acid-base titration, and the choice of indicators for such titrations is included. Eight experiments, exercises (with answers), and pre- and post-tests are provided. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 904** SE 044 637  
Hydrocarbons. Independent Learning Project for Advanced Chemistry (ILPAC). Unit O1.  
Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4045-3

Pub Date—8 Sep 83

Note—103p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—Chemical Reactions, \*Chemistry, High Schools, \*Independent Study, Organic Chemistry, Petroleum Industry, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study

Identifiers—\*Great Britain, \*Hydrocarbons

This unit on hydrocarbons is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit is divided into sections dealing with alkanes, alkenes, alkynes, arenes, and several aspects of the petroleum industry. Two experiments, exercises (with answers), and pre- and post-tests are included. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 905** SE 044 638  
s-Block Elements. Independent Learning Project for Advanced Chemistry (ILPAC). Unit II.  
Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4049-6  
Pub Date—8 Sep 83

Note—61p.; For related documents, see SE 044 629-639.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—Chemical Industry, Chemical Reactions, \*Chemistry, High Schools, \*Independent Study, \*Metals, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study  
Identifiers—\*Great Britain

This unit is one of 10 first year units produced by the Independent Learning Project for Advanced Chemistry (ILPAC). The unit, which consists of two sections and an appendix, focuses on the elements and compounds of Groups I and II (the s-block) of the periodic table. The groups are treated concurrently to note comparisons between groups and to recognize trends within each group. The first section deals with the physical and chemical properties of the s-block elements. The second section examines the effect of heat on some s-block compounds, the solubility of the s-block compounds in water, and the diagonal relationship between lithium and magnesium. Several aspects of the industrial chemistry of the s-block elements are considered in the appendix. Three experiments, exercises (with answers), and pre- and post-tests are included. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

**ED 245 906** SE 044 639  
The Halogens. Independent Learning Project for Advanced Chemistry (ILPAC). Unit I2.  
Inner London Education Authority (England).  
Report No.—ISBN-0-7195-4050-X  
Pub Date—8 Sep 83

Note—85p.; For related documents, see SE 044 629-638.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD England (2.25 pounds).

Pub Type—Guides - Classroom - Learner (051)  
Document Not Available from EDRS.

Descriptors—Chemical Reactions, \*Chemistry, High Schools, \*Independent Study, Science Education, \*Science Experiments, \*Science Programs, \*Secondary School Science, Units of Study

Identifiers—\*Great Britain, \*Halogens

This unit is one of 10 first year units produced by the Independent Learning Project for Advanced



Chemistry (ILPAC). The unit, which consists of two levels, focuses on the elements and compounds of Group IV (halogens) of the periodic table. Level one deals with the physical and chemical properties of the individual elements. Level two considers the halogen compounds. Similarities and trends in selected properties are stressed and industrial applications are detailed. In addition, care is taken to ensure that students become proficient in the techniques of balancing redox equations. Nine experiments, exercises (with answers), and pre- and post-tests are included. Students completing this ILPAC unit assume a greater responsibility for their own learning and can work, to some extent, at their own pace. By providing guidance, and detailed solutions to exercises in the units, supported by the optional use of video-cassettes, the project allows students to study A-level chemistry with less teacher contact time than a conventional course demands. (JN)

ED 245 907 SE 044 640

Science and Engineering Doctorates: 1960-82. Detailed Tables and Charts. National Science Foundation, Washington, D.C. Report No.—NSF-83-328  
Pub Date—83

Note—124p; For 1960-81 edition see ED 230 438. Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Citizenship, \*Doctoral Degrees, Employment, \*Employment Patterns, \*Engineering, Higher Education, \*Mathematics, National Surveys, Psychology, Race, \*Sciences, Sex Identifiers—National Science Foundation

Data from the Survey of Earned Doctorates are presented in 11 charts and 15 tables on science and engineering (SE) doctorate production for the period from 1960 through 1982. Data in charts focus on total SE doctorates; SE doctorates by major field; racial/ethnic identity of 1975 and 1982 SE doctorates; citizenship status of SE doctorates; trends in university and college employment; postgraduation employment commitments; proportion of new SE doctorates employed within degree of field; proportion of new SE doctorates obtained in same field as the bachelor's and median elapsed time between receipt of baccalaureate and SE doctorate by sex. Among the data in tables are: new SE doctorates by subfield and sex and by subfield and citizenship; new SE doctorates awarded to U.S. citizens and non-U.S. citizens by subfield and race; median age of new SE doctorates by major field and sex; field-switching between baccalaureate and doctoral degrees by major field; distribution of SE doctorates at top 100 doctorate-granting institutions by major field and sex; top 300 baccalaureate institutions of new SE doctorates by major field; and distribution of new SE doctorates with definite employment commitments in the United States by employment sector, major field, and sex. (JN)

ED 245 908 SE 044 641

Academic Science/Engineering: Scientists and Engineers, January 1983. Surveys of Science Resources Series. Detailed Statistical Tables. National Science Foundation, Washington, D.C.

Div. of Science Resources Studies. Report No.—NSF-84-309  
Pub Date—84

Note—117p; For January 1982 tables see ED 232 854.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Black Colleges, College Faculty, \*Employment Patterns, Employment Statistics, Engineering, \*Engineers, \*Full Time Faculty, Higher Education, Mathematics, National Surveys, \*Part Time Faculty, Psychologists, \*Sciences, \*Scientists, Sex Differences, Women Faculty

Identifiers—National Science Foundation

Data on the characteristics of scientists and engineers employed by approximately 2,190 higher education institutions and from 19 university-administered federally-funded research and development institutions are presented. These data, derived from the National Science Foundation's 1983 Survey of Scientific and Engineering Personnel Employed at Universities and Colleges are presented in 81 tables under the headings: (1) trends; (2) sex; (3) institutional control and full-time equivalents; (4) institutional rankings; (5) the top 100 doctorate-granting institutions; (6) institutional

rankings by sex and type of employment; (7) geographic distribution; (8) type of institution; (9) historically black colleges; and (10) institutional categories. Data within these categories are broken down, when applicable, by sex, science and engineering field, full-time and part-time employment equivalent, status, and other variables. Sixteen summary tables are also presented, providing data by type of public or private doctorate, master's, or bachelor's-granting institution for the various science and engineering fields. A sample questionnaire, instructions, and related materials are appended. (JN)

ED 245 909 SE 044 642

Physics 3204. Course Description. Newfoundland and Labrador Dept. of Education. Pub Date—Feb 82

Note—16p; Prepared by the Division of Instruction.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Course Descriptions, \*Course Objectives, High Schools, \*Physics, Science Curriculum, Science Education, Science Instruction, \*Secondary School Science, Teaching Methods Identifiers—\*Labrador, \*Newfoundland

A description of the physics 3204 course in Newfoundland and Labrador is provided. The description includes: (1) statement of purpose, including general objectives of science education; (2) a list of six course objectives; (3) course content for units on sound, light, optical instruments, electrostatics, current electricity, Michael Faraday and the field concepts, and on further applications of electromagnetism; (4) required course materials; (5) statement on the philosophy of instruction (including comments on demonstrations, discussions, structured and independent class work, guided and pure discovery laboratory activities, and homework and study); and (6) comments on formative and summative evaluation. (JN)

ED 245 910 SE 044 643

Friedler, Yael Tamir, Pinchas. Triangulation Approach to Research on Science Learning in the School Laboratory. Hebrew Univ. of Jerusalem (Israel).

Pub Date—Apr 84

Note—16p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Biology, \*Curriculum Development, Curriculum Evaluation, High Schools, \*Inquiry, Laboratory Manuals, Learning Modules, Learning Strategies, Material Development, Science Curriculum, Science Education, \*Science Instruction, \*Secondary School Science

Identifiers—\*Israel, Science Education Research

The intended, perceived, implemented, and achieved curriculum of high school biology classes in Israel was studied using a variety of data sources and research methodologies. The intended curriculum was identified by analysis of commonly used laboratory manuals. The perceived curriculum was captured by procuring the views of teachers and students on the importance and practice of educational objectives associated with learning in the laboratory. The implemented curriculum was assessed by structured and non-structured observations as well as by analysis of students' written assignments. The achieved curriculum was assessed by analysis of a large sample of the practical laboratory matriculation examination papers. In light of the findings, which pointed at too little consideration of scientific inquiry in textbooks and in classes and at deficient mastery of inquiry skills as evidenced by students' answers to the matriculation examinations, a learning module aimed at enhancing students' understanding of the processes associated with planning investigations was designed and tried in a number of 12th grade classes. Examples and results, educational implications, and recommendations are discussed. Recommendations include incorporating relevant chemistry chapters in biology studies and having pre- and post-laboratory discussions. (Author/JN)

ED 245 911 SE 044 644

Richardson, Jacques, Ed. Models of Reality: Shaping Thought and Action.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-0-912338-35-0  
Pub Date—84

Note—330p.

Available from—Lomond Publications, Inc., P.O. Box 88, Mt. Airy, MD 21771 (\$22.95 cloth; microfiche edition, ISBN-0-912338-36-9 (\$15.00). Request discount schedule.

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, Ecology, \*Economics, Elementary Secondary Education, Futures (of Society), Global Approach, Higher Education, Mathematical Models, \*Models, \*Policy Formation, Prediction, \*Problem Solving, Quantum Mechanics, Regional Planning, \*Science Education, \*Sciences, Scientific Research

The 21 essays in this two-part book provide conceptual and operational understanding of the nature of models as representations of reality and as tools for description, analysis, interpretation, and forecasting. Topic areas addressed in part 1 (concept) include: the nature of models; the earth as a system; the determination of form; some principles of mathematical modeling; the nature of mathematical models and the problem of consistency; an interactive modeling system as a tool for analyzing complex socio-economic problems; the development of models in urban and regional planning; and a process approach to social goal-setting. Topic areas addressed in part 2 (application) include: global modeling in the 1980s; the politics of model implementation; the validity and usefulness of large economic models; information sources for modeling the national economy; existing and alternative models for the societal use of scientific and technical research; simulating a small nation's international scientific contacts; uses and limitations of models in policy planning and evaluation; micro-operational research; models in science education; a computerized model to understand the brain; quantum theory; the transition to new models in physics; and models of reality. These essays are useful to anyone interested in problem solving, including policy researchers and decision-makers at all levels. (JN)

ED 245 912 SE 044 645

Studies of U.S. Universities' Research Equipment Needs Inconclusive.

General Accounting Office, Washington, D.C. Report No.—GAO/RCED-84-105

Pub Date—3 Apr 84  
Note—25p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Science, Engineering, \*Equipment Evaluation, Higher Education, Instrumentation, \*Laboratory Equipment, Mathematics, \*Needs, Obsolescence, Research Design, Research Problems, \*Research Reports, \*Science Equipment, Sciences, Scientific Research, Universities

According to the General Accounting Office (GAO), scientific leaders estimated in 1982 that between \$1 and \$4 billion was necessary to update university research equipment. Because of this large cost variance, GAO was requested to assess how well past studies have defined the nationwide deficiency in university research equipment and to suggest what other work is needed to better determine equipment needs. GAO first identified 18 studies and then selected 5 completed and 2 on-going studies for closer scrutiny. Although the completed studies stated that universities have had a substantial need for equipment, none of these studies can be used to determine current needs for one or more of these reasons: the study focused on only one discipline; significant changes have occurred in the type and cost of equipment needed since the study was completed; the study's results could not be extrapolated to nationwide need; and the study is still in progress. One on-going study being conducted for the National Science Foundation by Westat, Inc. is discussed in detail since it may provide more thorough information than any study to date. However, it too may not provide the type of data necessary to determine the nationwide need for research equipment. (JN)

**ED 245 913** SE 044 647**Chemistry Curricula. Course Suggestions.**

American Chemical Society, Washington, D.C.

Pub Date—84

Note—30p.; For related document, see EJ 300 366.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Biochemistry, Chemical Industry, \*Chemistry, \*College Science, Computer Oriented Programs, \*Course Descriptions, Higher Education, \*Information Retrieval, Inorganic Chemistry, \*Laboratory Safety, Organic Chemistry, Science Curriculum, Science Education

Identifiers—\*Analytical Chemistry, \*Polymer Chemistry

Listings of suggested topics aimed at helping university and college faculties plan courses in the main areas of the chemistry curricula are provided. The suggestions were originally offered as appendices to the American Chemical Society's (ACS) Committee on Professional Training's 1983 guidelines for ACS-approved schools. The course data included in the listings attempt to cover both some of the similarities and some of the breadth of current offerings in undergraduate chemistry programs. Many of the outlines and questions were assembled with help from divisions of the ACS as well as from persons with wide curricular contacts. The areas of the chemistry curriculum discussed are: (1) analytical chemistry; (2) biochemistry; (3) chemical health and safety; (4) chemical information retrieval; (5) computers in chemistry; (6) industrial chemistry; (7) inorganic chemistry; (8) organic chemistry; and (9) polymer chemistry. (JN)

**ED 245 914** SE 044 648

Williams, Thomas T., Ed.

**The Role of USDA, Land-Grant Universities and Other Agencies in Assisting Rural America—Research, Education and Technology Transfer. Experiences of the 1890 Land Grant Universities and Tuskegee Institute.**

Tuskegee Inst., Ala. Human Resources Development Center.

Pub Date—84

Note—179p.; Proceedings of the Professional Agricultural Workers Conference (41st, Tuskegee Institute, AL, December 4-6, 1983).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Agricultural Education, \*Agriculture, Economic Development, Federal Programs, Higher Education, \*Land Grant Universities, Program Descriptions, Quality of Life, Research Projects, \*Rural Areas, Rural Extension, \*Technology Transfer

Identifiers—\*Department of Agriculture, \*Federal Agencies, Professional Agricultural Workers Conference, Tuskegee Institute AL

The Professional Agricultural Workers Conference (PAWC) provides a forum for participants to articulate strategies to improve the quality of life for rural people. The PAWC is designed to provide a forum for people involved with university programs to exchange ideas and information; encourage development of action-oriented activities directed at enhancing efficiency in agriculture; and provide an operational linkage with the land-grant system, government agencies, and the private sector. The conference theme, "role of the United States Department of Agriculture (USDA), land-grant universities, and other agencies in assisting rural America," was discussed from three perspectives (research, education, and technology transfer); in addition, examples were presented showing how the three entities are combined to assist rural America. The proceedings includes papers on the roles of technology transfer, economic development, Food Safety and Inspection Service, extension/technology transfer, Department of Housing and Urban Development, and the Emergency Land Fund in assisting rural America. Following the papers, critiques made during the general conference sessions and workshops are presented, and feedback from participants is provided on assisting rural America. Finally, examples are given of how the land-grant system combines instruction, research, and technology transfer to assist rural Americans. (JN)

**ED 245 915** SE 044 649

Speer, William R.

**Selected Definitions Relative to Diagnosis and Prescription.**

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—76

Note—24p.; Taken from "A Comprehensive Dictionary of Psychological and Psychoanalytical Terms," by Horace and Ava Champney English.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Definitions, \*Diagnostic Teaching, \*Educational Diagnosis, Elementary Secondary Education, \*Mathematics Education, Psychiatry, Psychology, Resource Materials

This document provides definitions for words related to diagnosis and prescription in mathematics education. The words are arranged in alphabetical order. Synonyms and/or alternative definitions are included when applicable. (JN)

**ED 245 916** SE 044 650

Showalter, Victor M., Ed.

**Conditions for Good Science Teaching.**

National Science Teachers Association, Washington, D.C.

Report No.—ISBN 0-87355-031-5

Pub Date—84

Note—28p.; Supersedes ED 052 930.

Available from—National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$5.00).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Elementary School Science, Elementary Secondary Education, Professional Continuing Education, \*Professional Development, Professional Recognition, Science Education, \*Science Facilities, \*Science Instruction, Science Programs, Science Teachers, \*Secondary School Science, \*Standards

This document outlines and discusses 67 minimum standards for good science teaching in elementary, middle/junior high, and senior high schools. The standards are presented in three sections. The first section (resources for learning) considers science spaces/places (laboratories, classrooms, individual study), science learning materials, science programs, and science teachers. The second section (conditions of instruction) focuses on teaching assignments, working space, services, and budgets. The third section (professional growth) addresses standards related to the professional library, continuous learning, and professional recognition and incentive. Each standard and related discussion is designated by one or more school level codes (ES for elementary school; MS for middle/junior high school; HS for high school) and a number (from 1 to 67). These numbers are a marking system, not a ranking of importance. In addition, the numbers appear in duplicate or triplicate if items have been tailored to a specific school level. Selected standards include conducting an annual verified safety check of laboratories and providing: (1) a student-teacher conference area; (2) 150 minutes per week of science learning activities at the elementary level; and (3) full audiovisual capability, facilities for conducting scientific demonstrations, and access to a computer. (JN)

**ED 245 917** SE 044 651

Kilbourne, Brock K., Ed. Kilbourne, Maria T., Ed.

**The Dark Side of Science. Proceedings of the Annual Meeting of the Pacific Division, American Association for the Advancement of Science (63rd, Santa Barbara, CA, June 23, 1982). Volume 1, Part 2.**

American Association for the Advancement of Science, San Francisco, CA. Pacific Div.

Pub Date—30 Aug 83

Note—221p.; The symposium reported here as part of the annual proceedings was sponsored by Section K (Social, Economic, and Political Sciences).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Codes of Ethics, Economics, Federal Aid, Federal Regulation, Higher Education, \*Legal Problems, Research Methodology, \*Sciences, \*Scientific Enterprise, \*Scientific Research, \*Social Problems

Identifiers—\*Fraud

This book constitutes the proceedings of a symposium ("Science, Deviance, and Society") designed to provide a constructive response to the social problem of deviance in science (departures from the prescribed and proscribed norms of science). Individual papers are presented in five parts. These papers are (in part one) "The Games of Science: Science Watching" (A. C. Higgins) and "Frauds from 1960

to the Present: Bad Apples or a Bad Barrel?" (William Broad); (in part two) "Science, Deviance, and Society" (Maria Kilbourne, Brock Kilbourne, and A. C. Higgins), "Another Sociological Perspective on Deviance in Science" (Jerry Gaston), and "Anomaly Revisited: Rules and Roles in Research" (Paul Meadows and Peter Meadows); (in part three) "Fraud in Science: Who Patrols and Who Controls?" (Albert Barber), "Compliance and Noncompliance with Federal Regulations for the Protection of Human Subjects" (Charles McCarthy), and "The Legal Basis for Federal Prosecution of Science Misrepresentation as 'White Coat Crime'" (Eugene Dong); (in part four) "Deviance in Science: The Depletion of a Vital National Resource" (Brock Kilbourne and Maria Kilbourne); and (in part five) "The Inversion of Mastery" (Edward Sampton), "The Mythical Content of Economic Theory" (Mike Reed), and "Normative Deviance of Modern U.S. Science: Its Ideological Legitimation and Philosophical Foundation" (Roger Dittman). A summary by Robert Forthman ("Three Perspectives on Deviance in Science") is included. (JN)

**ED 245 918** SE 044 652

Minnesota and Energy.

Minnesota State Dept. of Education, St. Paul; Minnesota State Dept. of Energy, Planning and Development, St. Paul; Minnesota State Dept. of Natural Resources, St. Paul. Environmental Education Board.

Pub Date—82

Note—88p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Coal, Costs, Delphi Technique, \*Energy, Energy Conservation, Family Income, \*Fuels, \*Futures (of Society), \*Learning Activities, Science Education, Secondary Education, \*Social Studies

Identifiers—Alternative Energy Sources, \*Energy Education, \*Minnesota

Eight energy education activities are provided. Each activity includes an overview, a brief summary, lists of objectives and materials needed, teacher's notes, and student materials. The activities focus on: (1) using social studies skills to understand Minnesota energy data and to clarify and understand some Minnesota energy issues; (2) giving reactions to 20 energy statements about Minnesota; (3) collecting and evaluating information on some problems and potentials of Minnesota's alternative energy sources (solar energy, petroleum, natural gas, hydropower, wind energy, coal, biomass, nuclear energy, propane, and district heating); (4) comparing energy costs of low income and non-low income households; (5) examining Minnesota's energy future using a modified Delphi technique; (6) writing a description of a possible energy future which explores the sequences of events leading to a future state; (7) reading and reacting to information about the coal severance tax and its impact on Minnesota; and (8) examining the comparative costs of conservation and the costs of energy from other sources. (JN)

**ED 245 919** SE 044 653

Total Energy Management for Minnesota Schools.

Minnesota State Dept. of Energy, Planning and Development, St. Paul.

Pub Date—82

Note—12p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Costs, Elementary Secondary Education, \*Energy, \*Energy Conservation, \*Facility Improvement, Fuels, Resource Materials, School Districts, Transportation

Identifiers—\*Energy Education, Energy Management, \*Minnesota

Total Energy Management (TEM) is a unified, planned approach to reducing the energy use and costs of an individual school or school district. The program increases energy awareness and improves school energy efficiency through: (1) careful energy accounting; (2) changes in operations and maintenance procedures; (3) modifications in the building envelope and its energy using systems; (4) energy management; and (5) curricula with an energy focus. Examples of how each of these TEM components have been implemented in Minnesota are provided. Steps that other schools or school districts can follow or adapt to develop their energy saving potential are also provided. These steps focus on initial efforts, development, implementation, and evaluation. A list of capital conservation invest-

ments frequently recommended in maxi-audits, a list of responsibilities for the various team members involved in TEM, and a description of resources for TEM are included. (JN)

ED 245 920 SE 044 654

Total Energy Management: Award Winning Projects of Minnesota Schools.

Minnesota State Dept. of Energy and Economic Development, St. Paul.

Pub Date—83

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Awards, Elementary Secondary Education, \*Energy, \*Energy Conservation, \*Models, \*Program Descriptions, School Districts, Transportation

Identifiers—\*Energy Management, \*Minnesota

The Total Energy Management (TEM) for Minnesota Schools program is a unified, planned approach to reducing the energy use and costs of an individual school or school district. The program is designed to increase energy awareness and improve school energy efficiency through: (1) careful energy accounting; (2) changes in operations and maintenance procedures; (3) modifications in the building envelope and its energy using systems; (4) transportation management; and (5) development of curricula with an energy focus. During the first year of the program, school districts were encouraged to enter their programs in a TEM competition. Winners, selected according to three criteria (involvement in energy management, energy-related educational activities, and improvement in energy systems and operations) included school districts with comprehensive programs and accomplishments in each area as well as districts which had only started TEM programs. This booklet describes the efforts of these school districts and serves as a forum of ideas about energy management programs for other school districts throughout the state. These descriptions are provided within the framework of a model TEM program. The model consists of four phases (initiation, development, implementation, and evaluation) which any school can follow or adapt to develop its energy saving potential. (JN)

ED 245 921 SE 044 655

With Heat You Never Have to Ask Directions. An Energy Primer for Minnesota Teachers.

Minnesota State Dept. of Education, St. Paul; Minnesota State Dept. of Energy, Planning and Development, St. Paul; Minnesota State Dept. of Natural Resources, St. Paul. Environmental Education Board.

Pub Date—82

Note—58p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Coal, Conservation Education, Electricity, Elementary Secondary Education, \*Energy, \*Energy Conservation, \*Fuels, Futures (of Society), Heating, Power Technology, Resource Materials, \*Solar Energy, Wind Energy

Identifiers—Alternative Energy Sources, Biomass, \*Energy Education, \*Minnesota

This four-part primer is designed to: (1) help Minnesota teachers acquire some familiarity with basic energy structure and language; (2) provide a capsule summary of Minnesota's energy picture; and (3) demonstrate that it is relatively easy to participate in energy education. Part 1 discusses the fossil fuel age; kinds and forms of energy; energy units; energy efficiency (applying the rules of energy transformation); net energy; convection, conduction, and radiation; and exponential growth. Parts 2, 3, and 4 examine Minnesota's energy picture. Part 2 discusses coal, natural gas, petroleum, propane, electricity, and nuclear energy. Part 3 considers Minnesota's opportunities for energy conservation. Part 4 examines alternative energy sources and district heating and cogeneration. The alternative sources discussed include solar power (active and passive thermal, photovoltaic electric, thermal electric, and chemical fuel), hydro power, wind power, and biomass. Part 4 also considers two equity issues related to people and states and provides a short list of questions to help teachers and students in learning about energy. (JN)

ED 245 922 SE 044 656

Clark, Richard C., Ed.

A Portfolio of Energy Ideas: Science.

Minnesota State Dept. of Education, St. Paul; Min-

nesota State Energy Agency, St. Paul.

Spons Agency—Minnesota State Dept. of Natural Resources, St. Paul. Environmental Education Board.

Pub Date—Jan 81

Note—102p.; One page, on colored paper, will reproduce marginally.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Energy, \*Heat, \*Physical Sciences, \*Problem Solving, \*Science Activities, Science Education, Secondary Education, \*Secondary School Science, Solar Energy, Toys, Water

Identifiers—\*Energy Education, Insulation, Minnesota

Ten units which focus on subject-matter knowledge about energy and on the logic and strategy of problem-solving within science are provided in this user's guide. Each unit includes: a detailed summary of unit problems and activities; recommended grade levels and subject areas; possible learner outcomes and general goals; teacher background information; suggested teaching strategies; suggested learner strategies (small-group discussion, large-group discussion, research, classroom experiments, and demonstrations); student data sheets (when applicable); suggested evaluation questions; and a list of resources on which activities are based. Areas explored in the units are: (1) solid state physics (energy transfer); (2) heat containers (insulative properties of thermal cups); (3) problem-solving activities related to 14 questions about energy (Does hot water freeze faster than cold water? Does the state of matter influence its ability to hold heat? Can you make electricity using a magnet and a coil?); (4) energy changes; (5) energy cells; (6) thermal expansion and other energy characteristics (using hot dogs); (7) thermal patterns in snow, frost, and dew; (8) solar collectors; (9) heat transfer; and (10) energy concepts related to toys. (JN)

ED 245 923 SE 044 657

DeTure, Linda R. Miller, Ann P.

The Effects of a Written Protocol Model on

Teacher Acquisition of Extended Wait-Time.

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April, 1984). Document contains light, broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Elementary Education, Elementary School Teachers, Higher Education, Inquiry, Models, \*Questioning Techniques, \*Science Education, Student Teacher Relationship, \*Teacher Behavior, \*Teacher Education, \*Time Factors (Learning)

Identifiers—Science Education Research, \*Wait Time

Research has shown that wait-time (the amount of silence between teacher and student exchanges) is a part of an interdependent student-teacher interaction system and that the manipulation of this variable has measurable effects on teacher input variables, student outcome variables, and acquisition variables. Since the acquisition of extended wait-time is and has been a major concern in teacher education, an inexpensive, readily accessible wait-time training model was developed and validated. In addition, the effects of extended wait-time on associated discourse variables (including repeated verbal patterns, question frequency and type, compliance moves, and reward patterns) were examined. A written protocol model was used as the training method for a group of 23 inservice teachers. Preservice teachers (N=23) served as the non-equivalent control group. Each subject taught a series of inquiry lessons to a group of four elementary-aged pupils, taped each lesson, and analyzed the wait-time according to procedures in the protocol. Results indicate that teachers could significantly increase their wait-time and could reach criteria (3 seconds) in two sessions. In addition, the teacher-calculated wait-time did not differ significantly with a microcomputer pause analysis apparatus. This desired effect supported the hypothesis that teachers learn and accurately calculate their own wait-time using the written protocol model. (Author/JN)

ED 245 924 SE 044 658

Irby, Bobby N., Comp. And Others

Diversity of Marine Animals, Man and the Gulf of

Mexico Series.

Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—ISBN-0-87805-203-8; MASGP-82-007(4)

Pub Date—84

Grant—NA81AA-D-00050

Note—127p.; For other volumes in this series, see

ED 239 869-970 and SE 044 659.

Available from—University Press of Mississippi,

3825 Ridgewood Rd., Jackson, MS 39211.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Animal Behavior, \*Animals, Classification, High Schools, \*Marine Biology, \*Marine Education, \*Science Activities, Science Education, \*Secondary School Science, Vocabulary Skills, Wildlife

Identifiers—Alabama, Mississippi

"Man and the Gulf of Mexico" (MGM) is a marine science curriculum series developed to meet the needs of 10th through 12th grade students in Mississippi and Alabama schools. This MGM unit on the diversity of marine animals is divided into 16 sections. These sections focus on: marine protozoans; sponges; coelenterates; ctenophores; polychaetes; mollusks; echinoderms; barnacles; the blue and hermit crabs; shrimp; horseshoe crabs; sea squirts; sharks and stingrays; common seashore birds; marine turtles; and marine mammals. Each section includes a statement of concept(s) to be learned, objectives, text material, and a vocabulary list. In addition, one or more activities (including vocabulary activities) are provided in the sections on marine protozoans, sponges, coelenterates, polychaetes, mollusks, barnacles, blue and hermit crabs, common seashore birds, and marine mammals. Objectives, list of materials needed, and procedures are provided for these activities, which investigate such areas as: salinity and small animals; sponge structure; general and feeding behavior of "Hydra"; reaction of "Nereis" to a changing environment; anatomy and feeding behavior of barnacles; marine organisms and osmotic tolerance; and the world of whales. (JN)

ED 245 925 SE 044 659

Irby, Bobby N., Comp. And Others

Diversity of Marine Plants, Man and the Gulf of

Mexico Series.

Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—ISBN-0-87805-204-6; MASGP-82-007(3)

Pub Date—84

Grant—NA81AA-D-00050

Note—125p.; For other volumes in this series, see

ED 239 869-970 and SE 044 658.

Available from—University Press of Mississippi,

3825 Ridgewood Rd., Jackson, MS 39211.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Botany, \*Classification, High Schools, \*Marine Biology, \*Marine Education, Photosynthesis, Plant Identification, \*Science Activities, Science Education, \*Secondary School Science, Vocabulary Skills, Wildlife

Identifiers—Alabama, Mississippi, \*Plants (Botany)

"Man and the Gulf of Mexico" (MGM) is a marine science curriculum series developed to meet the needs of 10th through 12th grade students in Mississippi and Alabama schools. This MGM unit on the diversity of marine plants is divided into 12 sections. The first section introduces the unit by providing objectives and activities on why people classify things and on the use of a taxonomic key. The next 11 sections focus on: photosynthesis; algae; green algae; brown algae; red algae; golden brown algae; dinoflagellates; blue-green algae; marine bacteria; sea grasses; and salt marshes. Each section includes a statement of the concept(s) to be learned, objectives, text material, and one or more science and/or vocabulary activities. Objectives, procedures, and a list of materials needed are provided for the science activities which focus on: plant pigments; photosynthesis and light; the role of carbon dioxide and oxygen in photosynthesis; diatoms;





target group communities. The emphasis has shifted away from a concern with the simple dissemination of knowledge and information to the transmission of messages designed to improve health and nutrition-related behavior through reinforcing channels of communication. (JN)

ED 245 932 SE 044 666

Opwood, Graham W. F. Souque, Jean-Pascal  
Science Education in Canadian Schools. Summary  
of Background Study 52.

Science Council of Canada, Ottawa (Ontario).

Pub Date—[84]

Note—31p; For the complete three-volume study, see ED 243 666-668.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Objectives, Educational Trends, Elementary School Science, Elementary Secondary Education, Science Curriculum, \*Science Education, \*Science Instruction, \*Science Teachers, Secondary School Science, Teacher Attitudes, Teaching Methods, \*Textbook Content, Textbooks

Identifiers—\*Canada, Science Education Research

A major study of Canadian science education was undertaken in 1980 to establish a documented basis for describing the present purposes and general characteristics of science teaching in Canadian schools, to provide an historical analysis of science education in Canada, and to stimulate active deliberation concerning future options for science education in Canada. The research provided a database for a nationwide series of conferences which were held to discuss the questions raised by the study and to explore future directions for science education in Canada. This document, a summary of the study, is designed for a more general audience. Its purpose is to encourage continuing deliberation about the issues by science educators and others concerned with the quality of Canadian science education. Major areas addressed include: (1) curriculum guidelines (what they prescribe); (2) textbooks (what they teach); (3) teachers (who they are and what they think); and (4) classrooms (how science is actually taught). Each of these areas is followed by a list of issues to consider. (JN)

ED 245 933 SE 044 667

Dick, Thomas P. Balomenas, Richard H.

An Investigation of Calculus Learning Using Factorial Modeling.

Pub Date—24 Apr 84

Note—63p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 24, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affective Measures, Analysis of Covariance, \*Calculus, \*College Mathematics, Field Dependence Independence, \*Mathematics Achievement, Mathematics Education, Models, \*Sex Differences, Spatial Ability, Student Attitudes, \*Student Participation

Identifiers—\*Factorial Modeling, \*Mathematics Education Research

Structural covariance models that would explain the correlations observed among mathematics achievement and participation measures and related cognitive and affective variables were developed. A sample of college calculus students ( $N=268$ ; 124 females and 144 males) was administered a battery of cognitive tests (including measures of spatial-visual ability and field dependence/independence) and a battery of affective scales (including measures of attitude toward mathematics, confidence, perceived usefulness of mathematics, and effectiveness motivation). Measures of previous academic achievement and participation in mathematics and science, and achievement in the calculus course itself were recorded. The sample was then split into two subsamples. Using one subsample, a test of the hypothesis that males and females have the same covariance structure for the measures was performed. A significant difference was found ( $p$  less than .0001). Separate structural models were developed for males and females based on the sample correlations from this subsample. The second subsample was used to evaluate the adequacy of the developed models by application of factorial modeling, a confirmatory tool for such models. There was evidence of a reasonable fit for both models. Directions for further research with the aim of improving the model is discussed. Extensive statistical tables are appended. (Author/JN)

ED 245 934 SE 044 668

Flye, David Geddes, Dorothy

An Investigation of Van Hiele Levels of Thinking in Geometry among Sixth and Ninth Graders: Research Findings and Implications.

City Univ. of New York, Brooklyn, NY. Brooklyn Coll. School of Education.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date—27 Apr 84

Grant—SED-7920640

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 27, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Development, Cognitive Processes, Cognitive Style, Developmental Stages, Elementary School Mathematics, \*Geometry, Grade 6, Grade 9, Intermediate Grades, Interviews, Junior High Schools, \*Mathematics Education, \*Mathematics Instruction, Secondary School Mathematics, \*Textbook Content

Identifiers—\*Mathematics Education Research,

National Science Foundation, \*Van Hiele Levels

The objectives of this study were to: (1) develop a working model based on Pierre van Hiele and Dina van Hiele-Geldof's five levels of thought development in geometry; (2) characterize the thinking in geometry of sixth ( $N=16$ ) and ninth ( $N=16$ ) graders in terms of these levels (examining at what level they are at, if they show potential for progress within a level or to a higher level, and what difficulties they encounter); and (3) to analyze the grades K-8 geometry strand of three commercial textbook series. A wide range in levels of thinking among the subjects was found; some were consistent in identifying, naming, comparing and operating on geometry figures; others were able to give informal deductive explanations (level 2). It was also found that the inability to advance in level of thinking may be related to their deficiencies in language, both in knowledge of geometry vocabulary and ability to use it precisely and consistently. In addition, textbook material on geometry provides students with little opportunity to make progress to higher levels of thinking and may actually impede such progress by concentrating on level 0 thinking and reducing the level of thinking for topics which can be treated at levels 1-2. (JN)

ED 245 935 SE 044 669

Loyd, Brenda H.

The Impact of Sex, Ability, and Item Type on Mathematics Performance.

Pub Date—Apr 83

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, Canada, April, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability Grouping, Decimal Fractions, Elementary Education, \*Elementary School Mathematics, Equations (Mathematics), Fractions, \*Geometry, Inequality (Mathematics), \*Instructional Program Divisions, \*Mathematics Achievement, Mathematics Education, Measurement, Number Systems, \*Sex Differences, Whole Numbers

Identifiers—\*Mathematics Education Research

This study determined if overall mathematics performance of male and female students was: (1) different within each of six content areas; (2) differentially affected by ability grouping within each of the six content areas; and (3) differentially affected by the combination of ability grouping and grade level within each of the six content areas. Subjects were 963 students from grade 3 ( $N=241$ ), grade 4 ( $N=245$ ), grade 5 ( $N=260$ ), and grade 6 ( $N=217$ ). All subjects took a 45-item, multiple-choice test measuring concepts in six categories: numeration and number systems; equations and inequalities; whole numbers; fractions; decimals, currency, and percent; and geometry and measurement. Results indicate significant differences (favoring males) in three of the content areas: numeration and number systems; decimals, currency and percent; and geometry and measurement. A significant sex by ability effect was found only for geometry and measurement. Females performed better than males for low ability students; males performed better than females for high ability stu-

dents. Sex by grade effect was not demonstrated to be significant for any of the six areas. These results are consistent with research findings indicating that when sex differences are found they favor males. (JN)

ED 245 936 SE 044 670

Loyd, Brenda H. Sebastian, Ken

The Effects of Sex and Ability on Performance in Mathematics Skill Areas.

Pub Date—Feb 84

Note—17p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Ability, \*Algebra, Arithmetic, \*Geometry, High Schools, \*Mathematics Achievement, Mathematics Education, \*Secondary School Mathematics, \*Sex Differences

Identifiers—American College Testing Program,

\*Mathematics Education Research

It has been suggested that males perform better than females in mathematics after ninth grade because more males than females enroll in advanced mathematics courses in high school. However, factors other than enrollment may be involved. Therefore, this study investigated whether the performance of males ( $B=500$ ) and females ( $N=500$ ) was different in each of four content areas (arithmetic operations and reasoning, beginning algebra, geometry, and advanced algebra) and whether the performance of these students was differentially affected by their ability level in each of the four content areas. Achievements in the four areas was determined from 30 mathematics items administered to the students as part of the regular administration of the American College Testing Program (ACT) assessment. Four ability levels were also established based on the scaled total score of the ACT assessment. Although the results of the study present a somewhat mixed picture, they raise the possibility that overall performance on mathematics achievement scores for males and females may be related to the content area from which items are drawn. However, further study is needed to substantiate these findings and clarify reasons for differences between males and females in mathematics. (JN)

ED 245 937 SE 044 671

Vergnaud, Gerard

Didactics as a Content-Oriented Approach to

Research on the Learning of Physics, Mathematics and Natural Language.

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Arithmetic, \*Cognitive Processes, Communication (Thought Transfer), \*Concept Formation, Discourse Analysis, Elementary Secondary Education, \*Epistemology, Language Usage, Learning, Mathematics Education, \*Mathematics Instruction, Physics, Problem Solving, Receptive Language, Science Education

Identifiers—\*Mathematics Education Research,

\*Natural Language

In response to theories of learning that attempt to get rid of contents, two arguments are provided which suggest that it is theoretically disputable that knowledge develops along the same kind of process for biology and history, physics and mathematics, or the geometry of the triangle, and the geometry of space. The first is that empirical studies show that the biggest difficulties met by students depend heavily on the contents of situations to be mastered. The second is that the search for general theories misses a very important epistemological point, namely, that concepts and competencies are solutions to specific problems. Two conceptual fields (additive and multiplicative structures) and the nature of a content-oriented approach concerning natural language are discussed and illustrated, which leads to a comprehensive definition of the nature of a concept. It is a triplet of three sets: the set of situations that make the concept meaningful; the set of invariants (theorems-in-action) that characterize the variety of competencies of students (these invariants are properties of the concept); and the set of symbolic representations that can be used to represent these properties and the situations. The importance of

these three sets, the nature of the conceptual field, and the importance of a careful and profound analysis of the contents of knowledge are addressed. (JN)

**ED 245 938** SE 044 672

Frison, Henry T., Jr. Stevenson, Zollic, Jr.  
Effective Note-Taking: A Guide for Students in the Sciences and Health Professions.

Pub Date—82

Note—62p.; The readings on cutaneous viral diseases are reproduced with permission of the C.V. Mosby Company and the authors of the text, Synopsis of Pathology (9th ed.).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, Biomedicine, \*College Science, Higher Education, Learning Activities, Medical Education, \*Notetaking, Science Education, \*Skill Development, Study Skills, Time Factors (Learning)

Identifiers—\*Outlining

Techniques for improving the lecture and note-taking skills of students in the biological and biomedical sciences are presented in this guide. These students frequently find the need to re-organize existing notetaking skills because of the vast amount of material that has to be learned and the importance of efficient learning to the process of studying. In addition, learning in the sciences is enhanced by systematically organizing content, by attending to the lecture and textbook, and by practicing or reviewing material in an organized fashion. The guide is divided into three parts. Topic areas in these parts are: (1) basic mechanics of notetaking (considering briefhand, concept headings and words, organizers, and the schedule plan); (2) lecture notetaking (focusing on the notetaking process, outlining techniques, and the key word and summary method for taking and reviewing lecture notes); and (3) text notetaking (considering the process of taking text notes and the seven commonly agreed on approaches). Study questions, review questions, and practical exercises are included. A self-assessment scale is also included to assist in evaluating notetaking strengths and weaknesses. (JN)

**ED 245 939** SE 044 673

Smith, Stuart E. Walker, William J.  
Within-School Differences in Mathematics Achievement Using a Curriculum-Specific Statewide Examination.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Testing, \*Educational Trends, Grade 11, High Schools, \*Mathematics Achievement, Mathematics Education, \*Performance Factors, \*Secondary School Mathematics, \*Test Results

Identifiers—\*Mathematics Education Research, \*New York

This study was designed to examine student achievement in mathematics by means of curriculum-based tests. The results of the 1979 New York State Regents examination in Eleventh Grade Mathematics were obtained from a representative sample of schools throughout the state. The expectations were that there would be substantial differences in achievement within schools and that between-school differences would be similar to those found in previous studies. The data from 64 schools were analyzed in a number of ways. Results for 127 teachers with more than 10 students were summarized. Mean scores, by teacher, were presented for 13 schools which had four or more teachers. In addition, achievement in different school districts was compared. The results showed surprising ranges of differences within schools. A structural model of variables influencing student learning was presented to suggest explanations for these differences. Follow-up research might focus upon specific within-school characteristics hypothesized to be related to learning outcomes. (Author)

**ED 245 940** SE 044 674

Woodward, Arthur Elliot, David L.  
Evolution, Creationism, and Textbooks: A Study of Publishers' Perceptions of Their Markets.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27,

1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, \*Creationism, \*Evolution, High Schools, Science Education, \*Secondary School Science, \*Textbook Content, \*Textbook Research, Textbooks

Identifiers—Science Education Research

This study: (1) comprehensively reviews previous research on the treatment of evolution in high school biology textbooks; (2) describes the treatment of evolutionary theory, including mention of creationist explanations of the development of life forms, in the most recent editions of 15 high school biology textbooks from the major publishers; and (3) discusses what the treatment of evolutionary theory in these textbooks indicates about publisher responses to pressure from groups interested in modifying the treatment of evolution (and including non-scientific explanations in science textbooks) and the consequences for educational consumers of such textbook publishing policy. Previous research shows that from 1920 to 1960, the majority of biology textbooks (and those most popular ones) inadequately covered evolution and Darwin or excluded this material. The analysis of the 15 books revealed four patterns of publisher response to the treatment of evolution (from 6 books presenting extensive and uncompromising treatments of evolution to 2 books avoiding the subject). Thus, educators do have a choice when selecting textbooks with respect to evolution. However, it is pointed out that in this situation textbooks have become a statement of value, not of scholarship and pedagogy. (JN)

**ED 245 941** SE 044 675

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.  
Investigations in Science Education. Volume 10, Number 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—84

Note—74p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n1 1984

Pub Type—Information Analyses (070) — Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Calculators, Cognitive Development, Elementary Secondary Education, Environmental Education, Higher Education, Mathematics Education, \*Mathematics Instruction, Preservice Teacher Education, Process Education, Science Education, \*Science Instruction, \*Student Attitudes, Teacher Behavior, \*Teaching Methods, Urban Education

Identifiers—\*Mathematics Education Research, \*Science Education Research

Presented are abstracts and abstractors' analyses of seven studies related to science instruction and mathematics and three studies related to achievement. Analyses in the area of instruction are on studies of: teacher interventions in elementary science laboratory groups; variables accounting for success in an undergraduate science education course; the extended discretion approach to high school biology investigations; diagnostic-prescriptive teaching; the effects of the use of hand-held calculators; the effects of process instruction on problem identification skills; and the effects of Piagetian level on solving proportionality problems. Analyses related to achievement are on studies of: the prediction of achievement and success in an audiotutorial (AT) biology program; the effects of the components of logical reasoning on physics achievement; and differences in achievement of inner city students. Responses by two authors to analyses of their studies are included. (JN)

**ED 245 942** SE 044 676

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.  
Investigations in Science Education. Volume 10, Number 2.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—84

Note—75p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Cham-

bers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n2 1984

Pub Type—Information Analyses (070) — Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Computer Assisted Testing, Elementary Secondary Education, Environmental Education, Higher Education, \*Inservice Teacher Education, \*Preservice Teacher Education, Questioning Techniques, Science Education, \*Science Instruction, Science Tests, \*Teacher Attitudes, \*Teacher Behavior, Time Factors (Learning)

Identifiers—\*Science Education Research, \*Wait Time

Presented are abstracts and abstractors' analyses of 10 studies related to one or more aspects of teacher education and 2 studies in a "miscellaneous" category. Analyses in the first section (teacher education) are on studies of: the use of wait-time and its effect on science achievement; teacher competencies; the influence of teacher behavior on student performance; affective predictors on preservice science teaching behavior; ideal teacher behavior perceptions of science students; the effectiveness of training methods in modifying questioning and wait time behaviors of Thai high school chemistry teachers; three methods of improving preservice science teachers' questioning knowledge and attitude toward questioning; the effectiveness of a basic science skills course for preservice elementary teachers; the development of a test to measure teachers' conceptions of the meaning of science; and teacher education majors compared to other majors relative to several variables in an attempt to promote positive attitudes toward science and science instruction. Analyses in the second section ("miscellaneous") are on studies of: the effects of frequent multiple-choice testing with immediate computer feedback and the assessment of the universality of participation in pro-environmental behavior. (JN)

**ED 245 943** SE 044 682

Schorsch, Louis  
Federal Support for R&D and Innovation. A CBO Study.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date—Apr 84

Note—122p.; This document supplements SE 044 505.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Competition, Economics, \*Expenditures, Federal Aid, Federal Programs, \*Financial Support, \*Government Role, Industry, \*Innovation, \*Policy, \*Research and Development, Sciences, Scientific Research, Technology

This six-chapter report is designed to provide a background against which the U.S. Congress can evaluate specific policy initiatives in the innovation area. Chapter I, an introduction, considers the potential for increased innovation and the government role, focusing on R&D investments and private-sector incentives. Chapter II discusses the links between R&D and innovation and defines the roles played by the different actors in the innovation process. Chapter III presents evidence on the relationship between R&D and economic performance, emphasizing international competitiveness. Chapter IV presents an overview of current trends in R&D funding, considering R&D spending by agency, output-based descriptions of federal R&D spending, and recent trends in private R&D spending. Chapter V discusses government incentives (other than direct funding) for private-sector innovation, concentrating on tax expenditures, which have the most immediate budgetary impact. Chapter VI presents some policy options in the areas of innovation and R&D. This report supplements the detailed analysis of current R&D budget proposals that is provided by the Congressional Budget Office (CBO) special study, "Research and Development Funding in the Proposed Fiscal Year 1985 Budget." In keeping with CBO's mandate to provide objective analysis, no recommendations are offered. (JN)



**ED 245 944** SO 015 276  
Developmental Resources Guides, K-6. The Best of  
BES-Basic Educational Skills Materials.

Southwest Educational Development Lab., Austin,  
Tex.; Topeka Unified School District 501, Kans.  
Spons Agency—Administration for Children,  
Youth, and Families (DHHS), Washington, D.C.  
Pub Date—83  
Note—119p; For related document, see PS 014  
048.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, Child Development,  
Cognitive Development, Curriculum Development,  
Developmental Stages, \*Developmental  
Tasks, Early Childhood Education, Elementary  
Education, Emotional Development, Individual  
Development, \*Language Arts, \*Mathematics  
Skills, Physical Development, \*Science Instruction,  
Social Development, \*Social Studies  
Identifiers—Basic Educational Skills Project,  
Project Head Start

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the guide describes developmental characteristics of preschool and elementary school students by grade level. Arranged into five curriculum areas, the first presents physical, motor, social, cognitive, and emotional characteristics for each grade level. The second curriculum area, science, outlines a science skill continuum and presents metric and science information; basic science concepts; and facts about time, matter, space, and energy. Social Studies, the third area, presents an age-appropriate social studies continuum, including basic approaches, classroom activities, background information, and basic social studies concepts. The fourth curriculum area, language arts, focuses on basic reading/language art usage concepts. Math, the fifth area, deals with stages of math concept development and presents basic math facts related to problem solving and metric basics. (LH)

**ED 245 945** SO 015 610

Paul Robeson 1898-1976.  
Detroit Public Schools, Mich. Dept. of Social Studies.  
Report No.—Pub-5-205-Txt  
Pub Date—78  
Note—82p; Preliminary draft of the Paul Robeson Bulletin.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Awards, Biographies, \*Black Achievement, Black History, Black Leadership, Careers, Learning Activities, Puzzles, \*Recognition (Achievement), Resource Materials, Role Models, Scholarship, Secondary Education, Success

Identifiers—\*Robeson (Paul)

This tribute to the life and times of a black American, Paul Robeson, chronicles Robeson's success as a scholar, athlete, well-known theater and film actor, singer, and model of black political activism. The document begins by tracing Robeson's family roots; childhood, high school, and college years; and the anti-black climate present in America during the Red Summer of 1919. Following a discussion of Robeson's postgraduate years spent obtaining a law degree, the document details the development of his highly successful acting and singing career and the growing political awareness that led to his later role as a human rights advocate. Throughout the document, personal narratives give readers further insight into Robeson as a person. The final section summarizes Robeson's later years and achievements and presents anecdotal salutes by well-known figures. The document concludes with suggestions for secondary level classroom activities; a bibliography, discography, and filmography; puzzles; a debate format; a brief skit, and a listening skills study sheet on the life of Paul Robeson. (LH)

**ED 245 946** SO 015 611

Black Americans and the Struggle for Excellence in Education. Annual Observance, Black History Month, February, 1984.

Detroit Public Schools, Mich. Dept. of Curriculum Development Services.

Pub Date—84  
Note—102p; Photographs and drawings may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Black Achievement, \*Black History, Black Studies, Community Resources, \*Cultural Education, Elementary Secondary Education, Exhibits, Films, Inventions, Lesson Plans, Museums, Orchestras, Popular Culture, \*Publicity, Resource Materials, School Community Programs  
Identifiers—Michigan (Detroit), Sample Materials  
Activities and resources used in observance of Black History Month (February, 1984) are presented. Although much of the document focuses on Detroit, Michigan, the guide can be used as a model for black history observance in other states. Following specific suggestions for school and individual observance of Black History Month, the guide presents an annotated chronology of the black experience in Detroit, 1736-1870. Programs and fliers announcing scheduled activities include announcements of museum exhibits, specially broadcast television and radio programs, Afro-American museum exhibits, an organization for research and preservation of Afro-American family history, a month-long series in the "Detroit Free Press," a school district theatrical performance, a Detroit Symphony Orchestra production entitled "Classical Roots," a high school music production, and a Detroit Historical Department exhibit. Illustrated Afro-American biographical materials are followed by a section on student information resources which lists black historical sites in Detroit, black inventors/inventions, sample lesson plans/activities, African recipes, and information about a cultural research and development center and a Black McDonald's Owner's Association. The document concludes with a list of film and filmstrip titles related to black history. (LH)

**ED 245 947** SO 015 614

Women's History Curriculum Resource Packet.  
Vermont State Dept. of Education, Montpelier.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83  
Note—49p; Developed by the Sex Equity Program.

Pub Type—Guides - Classroom - Teacher (052) —  
Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Civil Rights, Consumer Economics, Elementary Secondary Education, Family Life, Fine Arts, Homemakers, Instructional Materials, Labor Force, Oral History, Politics, \*Social History, State History, \*United States History, Womens Education, \*Womens Studies  
Identifiers—Vermont

These resources, designed for recognizing Women's History Week in Vermont elementary and secondary classrooms, are suitable for use nationwide. Oral history materials include recommended strategies for conducting oral history projects, a list of general interview questions, sample questionnaires for interviews concerning women's work and immigrant women, and follow-up information on recording oral history. Teacher background information and a timeline of Future Homemakers in American history are provided as resources for encouraging a discussion of women in the context of homemaking and consumer education. An index of American women contains references to over 200 women, living and dead, who have made contributions to American society in the arts, politics and government, education, economics, and civil rights. An annotated bibliography of women's history materials in the Vermont Department of Education Sex Equity Library contains 13 citations. A second bibliography on women in Vermont from 1800-1920 contains over 100 citations divided into categories on family life, education, religion, work, women's rights, and medicine. A list of 20 facts on women workers from the U.S. Department of Labor provides a point of departure for discussion of women as an economic force. A final list contains resource organizations in Vermont. (LP)

**ED 245 948** SO 015 689

Glas, Werner

The Waldorf School Approach to History. Revised Edition.

Report No.—ISBN-0-88010-004-4

Pub Date—81

Note—118p.

Available from—The Anthroposophic Press, 258 Hungry Hollow Road, Spring Valley, NY 10977 (\$6.95, quantity discounts available).

Pub Type—Reports - Descriptive (141) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ancient History, Course Content, Curriculum Design, \*Educational Philosophy, Educational Resources, Educational Theories, Elementary Secondary Education, European History, \*History Instruction, Humanities Instruction, \*Nontraditional Education, Sequential Approach, Teaching Methods, Western Civilization, \*World History

Identifiers—\*Waldorf Educational Theory, \*Waldorf Schools

This publication presents parents, teachers, and educational policy-makers with an account of history instruction in Waldorf schools. An introduction outlines the theoretical content of the Waldorf School movement, the school's emphasis on creating a unity of experience, and the evolution of history instruction through the elementary grade curriculum. Chapter 1 outlines the dual task of teaching history: the horizontal surface approach (geography) and the consideration of the changing consciousness of humankind as experienced in the cultures of the past (history). In chapter 2, scope and sequence of geography instruction is presented: local environment and geography and economics in the intermediate grades, cultural geography in the middle grades, geography and spiritual outlook and geography and law in the high school grades. Rationales for and treatment of the history of civilization and culture are presented in chapter 3. Theoretical concepts, strategies, and resources for teaching about Egypt, India, Mesopotamia, and Greece are discussed. Waldorf pedagogy comprises the focus of chapter 4. Chapters 5 through 8 outline the Waldorf method, resources, and grade level sequence for teaching Western civilization from Rome through modern Europe. European religious and cultural history is emphasized. (LP)

**ED 245 949** SO 015 705

Eisley, Mark E. Merrill, Paul F.  
Effects of Context vs. Substance in Stories Portraying Moral Behavior.

Pub Date—Apr 84

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Context Clues, Educational Research, \*Ethical Instruction, Higher Education, Moral Development, Moral Values, Motivation Techniques, \*Short Stories, \*Values Education  
Identifiers—\*Story Structure

Examined were the effects of story elements in teaching moral concepts to college freshmen and sophomores. The two story elements studied were (1) context (descriptions of observable circumstances and observable actions) and (2) substance (descriptions of the internal character, feelings, desires, and beliefs of the actor). A total of 59 students were asked to read various versions of stories and rate (1) how impressed they were with the account, (2) how they perceived the main character in the story, and (3) how much the account made them feel inclined to be more virtuous. Latin squares and matched sample designs were used in the research design. Findings include the following. Substance alone and context alone produced perceptions of similar levels of human virtues in main characters. However, the addition of context to substance increased story receivers' ability to perceive virtue in a character more than the addition of substance to context. Accounts containing only context were more impressive than those containing only substance. Making both elements explicit in the same story improved its impressiveness as well as its motivating power. (Author/RM)

**ED 245 950** SO 015 706

Amityville: The First Half of the Twentieth Century.

Amityville Union Free School District 6, N.Y.

Pub Date—84

Note—62p; Photographs may not reproduce well. Journal Cit—Journal of Historical Inquiry; v4 1983-84

Pub Type—Historical Materials (060) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black History, Community Study, High Schools, \*Local History, \*Modern History, Oral History, Social History, Student Developed

Materials, \*United States History  
Identifiers—\*Depression (Economic 1929), \*New York (Amityville)

An historical journal compiled by advanced placement American history students contains 10 articles covering the cultural, economic, and political history of Amityville, New York, from the turn of the century through the Great Depression. Based upon primary source materials including written documents and oral interviews, many of the articles focus specifically on the impact of the Depression on the city: the black community in the 1930's; and education, politics, and business during the Great Depression. Additional articles recount the role of organized religion in the city's history, the development of the public library and the fire and police departments, and the history of the black community. Photographs and document reproductions are included. (LP)

ED 245 951 SO 015 707

Guyton, Edith M.  
An Analysis of the Cognitive Antecedents of Political Variables.

Pub Date—Apr 84  
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Citizen Participation, \*Citizenship Education, \*Critical Thinking, Democratic Values, Discovery Learning, Educational Objectives, Educational Research, Elementary Secondary Education, Inquiry, Models, Path Analysis, Political Attitudes, Research Needs, \*Social Studies, Social Values

Identifiers—Political Efficacy

A conceptual model was developed and assessed to examine the relationship between critical thinking and political participation. Although the empirical and theoretical bases for the model are not fully discussed, findings based on path analysis are presented. Based on data from 118 graduate and undergraduate students, the model affirms the assumption that intellectual skills are antecedent to participatory behavior; however, the relationship is not necessarily a direct one. Critical thinking strongly influences the development of feelings of political efficacy which in turn positively influences political participation. Critical thinking also has a positive direct effect on specific democratic attitudes which in turn have a positive influence on political participation. Persons who possess certain intellectual skills are more likely to feel that they are able to cope with and influence the political world. They are also more likely to apply democratic norms and values to specific situations. Therefore, because critical thinking is antecedent to political participation, it should be a major focus of social studies education. Research studies indicate that the type of social studies instruction that may be most effective for teaching critical thinking is one that uses an inquiry method of instruction. (RM)

ED 245 952 SO 015 708

Desmond, Kathleen Kados. Koroscik, Judith Smith  
Contextual Information Effects on the Categorization of Differences among Photographs.

Pub Date—Apr 84  
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Abstract Reasoning, Art Appreciation, \*Cues, Educational Research, Junior High Schools, \*Photographs, Research Needs, \*Visual Literacy

Identifiers—Barrett Taxonomy, \*Context Effect, \*Titles

The effect of verbal contextual information on junior high school students' categorization of differences among photographic art was examined. Photographs of varying levels of abstraction were presented to the viewers both with and without correct and erroneous titles that referred to descriptive or interpretive information. Twelve students enrolled in a summer arts institute for gifted and talented were asked to consider photographs and accompanying titles as if they were analogous to various types of language statements: descriptive,

explanatory, interpretive, ethically evaluative, aesthetically evaluative, and theoretical. Results indicated that the abstraction level of photographs and the nature of contextual information does influence viewers' categorizations. Such findings suggest that the processing of photographs is enriched by the availability of informational cues that provide an interpretive framework. The more concrete the cues, the more useful they are. Subsequent research might examine these effects further by manipulating the amount of contextual information beyond the mere presentation of photographs with and without titles. (Author/RM)

ED 245 953 SO 015 709

Demery, Marie  
The Art Appreciation Component of Visual Literacy: Examples of Guided Approaches to Viewing Art.

Pub Date—84  
Note—19p.  
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—\*Art Appreciation, Art Education, Educational Research, Higher Education, Skill Development, Teacher Developed Materials, Teaching Methods, \*Visual Literacy, Visual Perception

Identifiers—\*Guided Discovery Approach, \*Likert Scales

Likert-type rating scales were designed and used to help college students perceive, understand, and value the beauty and content of a piece of art. The subjects for the project were 100 college students enrolled in two art appreciation courses at Texas College. Their classification ranged from freshman to senior, with majors mainly in business, the social sciences, and education. Seven varied formats of the rating scale were designed to give students an opportunity to practice viewing "research art," an experimental combination of instructional design, technology, and traditional and modern art techniques and materials. Students were asked to rate shades of color, line, dot, and movement; a good dark-to-light range of color; characteristics of pinch-pot sculpture; and abstract and realistic art groups. They had to determine if a piece of art was a drawing or a painting, choose the most original pieces of art, and indicate their favorite pieces. The scales improved students' art appreciation skills. When students did return to a museum environment, they became absorbed in the process of viewing, comprehending, and appreciating art without the aid of any Likert-type rating scale. The eight scales are included in the paper. (RM)

ED 245 954 SO 015 710

Stoddard, Ann H. Drummond, Robert  
A Conceptual Model for Teaching about Economic Disparities.

Pub Date—Apr 84  
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Curriculum Design, Curriculum Evaluation, Economically Disadvantaged, \*Economic Factors, Economics Education, \*Economic Status, \*Models, \*Poverty, Secondary Education, Teaching Methods

A model that can be used to teach secondary students about economic disparity and its effect on the total economic welfare of the country is presented. The model has three phases. In the first phase of curriculum planning, students' needs are determined, goals and objectives are set, and content is selected. The second phase concerns teaching strategies. A seven-step process is proposed for teaching about disparities: developing awareness, initiating the task (helping the student know what the task is and when it must be completed), developing alertness (helping the student learn the techniques needed to solve the problem), developing selectiveness (helping students evaluate the information they process), synthesizing, applying principles, and evaluating the course. Examples are provided of each of these steps. The third phase of the model deals with modes of teaching. Media, newspapers, periodicals, books, and pamphlets are discussed as excellent resources for teaching about economic disparities. (RM)

ED 245 955 SO 015 712

Schmitz, Betty  
The Northern Rockies Program on Women in the Curriculum. Final Report.

Montana State Univ., Bozeman.  
Spons Agency—Department of Education, Washington, DC.

Pub Date—1 Nov 83

Grant—G008102311

Note—73p.; Project co-sponsored by Northern Rockies Consortium for Higher Education (NORCHE).

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Curriculum, Course Content, \*Curriculum Development, Higher Education, Integrated Curriculum, Intercollegiate Cooperation, Program Descriptions, Regional Programs, Womens Education, \*Womens Studies  
Identifiers—Idaho, Montana, Utah, Wyoming

Arranged into six parts, the report presents a program overview describing the allocation of seed money, resources, training, and technical assistance to 10 postsecondary campuses in Idaho, Montana, Utah, and Wyoming to assist in the integration of women's studies into the curriculum. Following the program description (part 1), part 2 focuses on the purpose of the program, which was to discover the conditions necessary for a successful campus-based effort. Part 3 describes previous efforts in this region to integrate women's studies into the curriculum and presents demographic characteristics of the participating campuses. Part 4 identifies four categories of program goals: (1) to integrate the study of women into core or departmental curricula, (2) to conduct faculty development programs aimed at general course revision, (3) to build networks of faculty interested in research on women and in transformation of the traditional curriculum, and (4) to expand educational options for women students in nontraditional curricula. Part 5 describes short-term outcomes concerning faculty/administrator cooperation, network development, faculty awareness, resource development, policies affecting women students, visibility of women's studies, student awareness, and professional development. The final part concludes that support from the local administration, women's studies expertise, a core group of committed individuals, and an impetus for reform are essential to program success. (LH)

ED 245 956 SO 015 713

McKirtic, Eloise J.  
Dual-Income Families.

Pub Date—84

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, Children, \*Dual Career Family, Economic Research, Educational Attainment, Employed Parents, Employed Women, \*Family Income, Family Structure, Housing, \*Traditionalism, Unemployment

The impact of economic conditions on two-earner families was examined. Three family types were studied: (1) dual-career family—both the husband and wife are in the labor force but in occupations classified as professional-technical or managerial; (2) dual-earner—both the husband and wife are in the labor force; and (3) traditional family—the husband is the only earner. Telephone and personal interviews were conducted with a subsample (N=3,194) of the 1982 Panel Study of Income Dynamics (Survey Research Center, Institute for Social Research, the University of Michigan). Results showed that the dual-career family is different in make-up and in income generation from either the dual-earner or traditional family. Dual-career wives and husbands tend to be older and have fewer children and higher personal income; they tend to have higher educational levels, are more likely to be white, and are less likely to be unemployed. Dual-career families have higher total income and are more likely to own their own homes, and to have higher home values. Overall, the dual-career family was found to be doing better economically than either the dual-earner or traditional family. (RM)

ED 245 957 SO 015 716

Newcombe, Alan, Ed.  
Accidental Nuclear War: The Growing Peril. Part

I [and] Part II.

Peace Research Inst. Dundas (Ontario).

Pub Date—Mar 84

Note—206p.

Available from—Peace Research Institute, Dundas, 25 Dundas Ave., Dundas, Ontario, Canada L9H 4B5 (\$10.00 for both, \$7.00 if payment sent with order).

Journal Cit—Peace Research Reviews; v9 n4-5 Mar 1984

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Accident Prevention, Alarm Systems, Futures (of Society), Military Science, National Defense, Nuclear Technology, \*Nuclear Warfare, \*Peace, Risk, Satellites (Aerospace), Technological Advancement, War, World Problems

Identifiers—Terrorism, Weapons

Two volumes designed to increase awareness of accidental nuclear war dangers are presented. The first of 5 sections in volume I proposes that although accidental war is preventable, the current arms race and secrecy about accidents and false alarms increase the possibility of an accidental war. Section 2 posits that decreased decision-making time also increases the possibility of error. Section 3 deals with information-related accidents such as strategic warning system problems, lengthy command chains, and communication chaos due to electromagnetic pulse. Section 4 gives examples of accidents and illnesses that affect the capabilities of national leaders, problems of weapon handlers, proliferation perils, implications of escalating small wars, and ways in which terrorists could trigger nuclear war. Section 5 focuses on accidents involving new weapons. Section 6 (in volume II) examines both the value of and the dangers of satellite usage. Section 7 discusses the probability of an accidental nuclear war and the final section outlines prevention needs, including increased public awareness, improved hot lines, better crisis control communication between nations, accidental war assessment centers, long term goals for world peace, and action taking. Appendices outline problems of U.S. strategic warning systems, nations technically capable of detonating a nuclear device, the balance of nuclear forces, and possible areas for error in weapon technology. A glossary concludes the document. (LH)

ED 245 958

SO 015 717

MacDonald, Judith B.

An Approach to the Problem of Student Passivity in Classroom Settings.

Pub Date—84

Note—7p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Discourse Analysis, \*Discussion (Teaching Technique), Educational Research, Grade 6, Grade 7, Intermediate Grades, Junior High Schools, Social Studies, \*Student Motivation, \*Student Participation, Teacher Effectiveness, \*Teacher Role, Teaching Methods

Identifiers—\*Passivity

The verbal interaction between a laboratory school class of sixth/seventh grade students and their teacher during 18 social studies discussions was analyzed in order to identify teacher techniques relevant to student discourse and student passivity. Classroom discussions were taped, transcribed, and analyzed according to an adaptation of the Bellack system of "chess moves." These moves—structuring, soliciting, responding, and reacting—were used to note who spoke and when. Content of what each participant said was derived from a separate study of the data. The overall study indicated that students contributed more often than the teacher to discussion. The teacher moved the discussion along by reacting to students rather than by soliciting information from them. However, solicitation was the second most frequent move. While this experiment was conducted in a laboratory school of a college of education, the findings are relevant to conventional classroom teaching strategies. It is suggested that teachers may generate more student engagement by asking fewer questions and listening more closely to student comments. (LP)

ED 245 959

SO 015 719

Robinson, Lillian S.

Treason Our Text: Feminist Challenges to the Literary Canon. Working Paper No. 104.

Wellesley Coll., Mass. Center for Research on

Women.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—83

Note—33p.; For related documents on women and university courses, see ED 244 891-895.

Available from—Center for Research on Women, Wellesley College, Wellesley, MA 02181 (\$3.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Authors, \*Feminism, Higher Education, \*Literary Criticism, Literary History, \*Literature, Sex Bias, \*Sex Fairness, Womens Education, Womens Studies

Identifiers—Feminist Criticism, Womens Literature

Designed to make readers more aware of the systematic neglect of women's experience in the traditional literary canon, the paper presents feminist alternatives to the male-dominated canon, an assessment of their impact on the standard canon, and a proposal for new directions for further work. Two suggested approaches for feminist criticism are (1) emphasizing alternative readings that reinterpret women's character, motivations, and actions and that identify and challenge sexist ideology; and/or (2) concentrating on gaining admission to the literary canon for women writers. Nina Baym's introduction to a study of American women's fiction between 1820 and 1870 is presented, the viewpoints of feminist scholars such as Patricia Meyer Spacks, Louise Bernikow, Ellen Moers, Nina Baym, and Judith Lowder Newton are discussed and criticisms raised by black and lesbian feminist scholars are noted. A discussion of the fundamentally elite nature of the existing canon is followed by a word about the increasing acceptance being given to women's letters, diaries, journals, autobiographies, oral histories, private poetry, and popular women's literature. The document concludes that feminist alternatives must continue to be pursued—not so as to label and dismiss even the most sexist literary classics, but to apprehend them in all their human dimensions. (LH)

ED 245 960

SO 015 720

Dougall, Lucy, Comp.

War and Peace in Literature. Prose, Drama and Poetry Which Illuminate the Problem of War.

World Without War Publications, Chicago, Ill.

Pub Date—82

Note—172p.

Available from—World Without War Publications, 421 S. Wabash, Chicago, IL 60605 (\$5.00, 40% quantity discount).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Anthologies, \*Conflict Resolution, Higher Education, \*Humanities Instruction, Instructional Materials, \*Interdisciplinary Approach, Literary Criticism, \*Literature, Moral Values, \*Peace, Reference Materials, Resource Materials, Secondary Education, \*War

Literary works that will help teachers of humanities and conflict resolution courses lead their students to a better understanding of the problems of war and peace are summarized. The document is based on two premises: (1) literature that captures the experience and the meaning of war leads to an understanding of that phenomenon, and (2) the literary imagination can help students gain insight into the requirements of any successful attempt to replace war with less brutal and destructive means of resolving political conflict. The works listed (with annotations) offer widely differing perspectives; chronologically they extend from the Trojan War to Vietnam. Including the introduction, there are seven chapters. Chapters 2 and 3 describe prose and drama. Chapter 4 deals with poetry. Themes in poetry of war and peace are outlined; these 21 themes are then illustrated by excerpts from poems. The chapter concludes by describing epic poetry. Chapters 5 and 6 describe anthologies, reference works, criticism, and essays. The book concludes with a chart of literature on specific wars and a title index. (RM)

ED 245 961

SO 015 721

Jacobsen, Judith, Ed.

Population Change, Resources, and the Environment. Population Trends and Public Policy No. 4.

Population Reference Bureau, Inc., Washington,

D.C.

Pub Date—Dec 83

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Rate, Depleted Resources, \*Developing Nations, \*Economic Development, Energy Conservation, Environmental Influences, Futures (of Society), \*Overpopulation, Population Distribution, \*Population Growth, Public Policy, Quality of Life, World Problems

Identifiers—Food Supply, Fossil Fuels, Gross National Product, Population Control, Wingspread Conferences

Intended for policymakers, this document focuses on environmental factors limiting the expansion of the world's food supply, the dilemma of fostering third world economic development, and prospects for energy development. The first of five parts gives an overview of a 1983 Population Reference Bureau conference which focused on current thinking about population, resources, and environmental issues. The second part examines current population growth and efforts to curb world population increase. Countries at zero population growth are listed and tables show absolute increases in world population, slowly growing countries, and regions and countries where families average five or more children. The next part discusses short term (technical, political, and social) and long-term obstacles (soil erosion, misuse of irrigation, and altering natural ecosystems) to feeding future populations. The fourth part addresses ecological, economic, and social implications of using fossil fuels in third world countries and explains ways in which the use of fossil fuels can lead to a higher gross national product (GNP) and a corresponding increase in Physical Quality of Life Index (PQLI). Figures showing relationships between GNP, birthrates, and PQLI are given. The final section, policy choices, concludes that curbing population growth is the most important element of bringing about a sustainable world. (LH)

ED 245 962

SO 015 722

Sociology. Grades 11 & 12. Revised.

Hamilton Township Schools, NJ.

Pub Date—Jul 83

Note—71p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, Course Content, \*Curriculum Design, Curriculum Guides, Educational Philosophy, Educational Policy, Elementary Secondary Education, Equal Education, Grade 11, Grade 12, Grades (Scholastic), Grading, Guidelines, High Schools, Skill Development, \*Social Studies, \*Sociology

Identifiers—New Jersey

This curriculum guide presents both general information on K-12 social studies curriculum development and information specific to designing an 11th and 12th grade sociology curriculum. A foreword and preface describe Hamilton Township's (New Jersey) K-12 social studies program sequence, curriculum and instruction design criteria, and support services and resources. The first part of the guide includes information on equal educational opportunity policies; general outcomes and process goals; guidelines for selecting areas of study, scope and sequence, and learner/teacher materials; level outcomes and module content; the philosophy behind an interdisciplinary life skills social studies curriculum; a board of education philosophy of education; specific K-12 program goals; interrelated themes and goals; standard grading policy; high school measures code; secondary grading and reporting policies; and a social studies K-12 skills array. The second part of the guide focuses on an 11th and 12th grade sociology curriculum, giving a course description, information on scope and sequence, and information on objectives, strategies, resources, and evaluation in chart format. Unit topics include: an analysis of sociology methods, the meaning and nature of culture, marriage and the family, crime and deviance, education, and religion. The document concludes with a brief bibliography, glossary, and appendices on K-12 program design, social studies careers, and career education. (LH)

ED 245 963

SO 015 723

Our State and Our Nation. A History of California and the United States. Fourth-Fifth Grade Social Studies. [Student Worktext].

Rialto Unified School District, CA.

Pub Date—83



Note—146p.; Maps and several pages may not reproduce clearly. For sixth grade curriculum, see SO 015 724.

Available from—Rialto Unified School District, 182 E. Walnut Ave., Rialto, CA 92376 (teachers edition, \$6.00, student workbook, \$5.00).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil War (United States), Colonial History (United States), Course Content, Grade 4, Grade 5, Industrialization, Instructional Materials, Intermediate Grades, Learning Activities, Modern History, Reconstruction Era, Skill Development, Social Problems, \*State History, \*United States History, Units of Study

Identifiers—California

Designed for use with fourth and fifth grade combination classes, this student workbook combines concepts and content from both California and U. S. history courses. Material is arranged into the following seven chapters: Discovery and Exploration; Colonizing a New Land; A New Nation and New Californians; Westward Expansion; Civil War, Reconstruction, and Industrial Growth; a New Century (1900-1950); and Modern Problems. Each chapter includes a student reading that places historical developments in California within the context of national development, reading comprehension questions, and a variety of chart, graph, map, and supplemental activities. Drawings and maps illustrate each chapter. An appendix contains the Preamble to the Constitution, the Bill of Rights, a list of California governors, and a list of U. S. presidents and vice-presidents. (LP)

ED 245 964 SO 015 724

Our World, Its Diverse Peoples, Sixth Grade

Social Studies Course Outline.  
Rialto Unified School District, CA.  
Pub Date—83

Note—97p.; For fourth-fifth grade curriculum, see SO 015 723.

Available from—Rialto Unified School District, 182 E. Walnut Ave., Rialto, CA 92376 (\$6.00).  
Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anthropology, Behavioral Objectives, \*Cross Cultural Studies, Cultural Awareness, Cultural Differences, Drug Education, Ecology, Economics, Environmental Education, Geography Instruction, Geology, \*Global Approach, Grade 6, Intermediate Grades, Learning Activities, \*Social Studies, Technology, Units of Study, Wildlife, World Geography

Identifiers—\*Interdependence

A sixth grade social studies curriculum provides a context for a comparative study of individuals and societies. Material is divided into 14 sections. An introduction (section 1) outlines course rationale and a proposed time schedule. Sections 2 through 5 contain objectives, activities, and resources for the study of geography, culture, government, and economy and technology. The remaining sections outline related social studies units required in California. Section 6 is a mini-unit on drug awareness. Section 7 consists of vocabulary and student background material for a camp experience in the San Bernardino Mountains. Sections 8 through 14 contain the following optional units to be used in the curriculum as time permits: adaptation, anthropology, technology, earth forces and geology, wildlife problems and protection, and the ecosystem. For each unit, teacher introductory material, student activities, and resources are provided. (LP)

ED 245 965 SO 015 725

Magnarella, Paul J., Ed.

Anthropological Diplomacy: Case Studies in the Applications of Anthropology to International Relations. Studies in Third World Societies, Publication Number Twenty-One.

College of William and Mary, Williamsburg, VA.  
Dept. of Anthropology.

Pub Date—Sep 82

Note—92p.; For related documents, see ED 241 392-393 and ED 229 315.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Anthropology, Comparative Analysis, Conflict Resolution, Cross Cultural Studies, Cultural Awareness, Cultural Context, \*Cultural Differences, Developed Nations, \*Developing Nations, Ethnic Relations, Foreign Countries,

Foreign Policy, Intercultural Programs, International Educational Exchange, International Law, \*International Relations, Medical Services, Peace, Policy Formation, Race

Identifiers—Fulbright Exchange Program, Middle East, Philippines, United States

Six articles in this volume focus on anthropological diplomacy—the study of the theory and practice of peace and conflict resolution among societies, based on knowledge of a society's fundamental cultural premises. The first article, by Ronald Cohen, considers questions pertinent to anthropological diplomacy, including the impact of diverse cultures on the diplomatic process, the importance of cultural symbols in negotiation, and the supranational character of international agencies. Next, Vivian J. Rohrl addresses the anthropological study of international law. Comparison is made between the international community of states and a tribal society. The Fulbright Program's effect on Philippine-American cultural and educational exchanges is discussed by J. R. Francisco in the third article. Next, Marc S. Micozzi focuses on the diplomacy of international medical assistance. The importance of cultural context to effective medical care and the medical drawbacks of currently offered health care programs to underdeveloped nations are discussed. The impact of ethnicity on politics within and between states is considered in the fifth article, by Paul J. Magnarella. The pro-Israel lobby's effect on U.S.-Middle East policy is cited as an example. In the final paper the use of coercion in international affairs is addressed by Walter L. Williams, Jr. Among the issues considered are the current U.S. foreign policy practices that ignore violations of human rights in friendly states. Notes on contributors conclude the volume. (LP)

ED 245 966 SO 015 726

Kierstead, Fred Bowman, Jim

Global Education in America: Its Failures and

Futures.

Pub Date—84

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Agents, Computers, Developmental Programs, Early Childhood Education, \*Educational Change, Educational Innovation, Educational Needs, Elementary Secondary Education, \*Futures (of Society), \*Global Approach, Higher Education, Humanistic Education, Information Dissemination, Interdisciplinary Approach, Models, Problem Solving, \*Public Education, Skill Development, Student Centered Curriculum, Teacher Role, Television, Vocational Education

Dichotomies that must be addressed if U.S. schools are to succeed in globalizing studies and perspectives are examined and an alternative learning model is presented. The dichotomies are (1) teacher-centered vs. student-centered learning, (2) subject-centered vs. problem-centered learning, (3) disciplinary vs. interdisciplinary learning, (4) cognitive vs. affective learning, (5) time-sequenced dissemination vs. development learning, (6) situational vs. societal needs, and (7) vocational training vs. liberal education. The model for education, 1984-2000, substitutes learning centers for schools. There will be four types of centers: priority centers—from birth to age eight, community centers—replacing the high school, national centers, and global centers. The latter two will replace the college and university. Emphasis will be on analyzing problems at the community, national, and global levels; an interdisciplinary approach will be used. Television and computer networks will be used to transmit information to students. Educators will serve as change agents through the facilitation of problem-solving groups and will produce most of the information for the media. (RM)

ED 245 967 SO 015 727

Whitley, L. Darrell

Beyond Decision Making: Cultural Ideology as Heuristic Paradigmatic Models.

Pub Date—Nov 83

Note—16p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 16-20, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Anthropology, Behavior Theories, Beliefs, \*Cultural Context, \*Cultural Influences, \*Decision Making,

\*Heuristics, Social Behavior, Social Change, Social Theories

A paradigmatic model of cultural ideology provides a context for understanding the relationship between decision-making and personal and cultural rationality. Cultural rules or heuristics exist which indicate that many decisions can be made on the basis of established strategy rather than continual analytical calculations. When an optimal solution to a problem does not exist, decisions may be aimed at a range of acceptable outcomes determined on the basis of past experiences, the achievements of others, and the degree to which one perceives himself as being in control of events. According to this theory, culture is an information system and a general heuristic model that individuals use as an intermediating device for interpreting, understanding, and interacting with the social and physical environments. Culture provides information and then organizes that information as individuals synthesize facts, experience, and inherited traditions into a world view. This model provides for creativity as a factor as individuals interpret their world view or cultural ideology and in so doing, helps explain the cultural variation necessary for evolution. Adjustments in systems of information, world view, and theory become necessary because, in the process of integrating new information or expectations, the current system is subject to increasing internal stress. Cultural change serves as an adjustment to the accumulation of information or experience which the current cultural system does not adequately account for. (LP)

ED 245 968 SO 015 728

M.O.R.E. (Museums and Other Resources for Education).

East Stroudsburg Univ., PA. Center for the Arts in Education.

Pub Date—Nov 83

Note—71p.

Available from—East Stroudsburg University, East Stroudsburg, PA 18301 (\$3.00)

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Art Education, Community Resources, Concept Teaching, Creativity, Elementary Education, Field Trips, Human Resources, Individual Development, \*Interdisciplinary Approach, Learning Activities, Models, \*Museums, Resource Materials, \*Social Studies, Teaching Methods

Identifiers—\*Pennsylvania

Developed by a graduate seminar class, this guide is intended to help teachers use museums to integrate the arts into the elementary social studies curriculum. Although many of the resources included pertain specifically to Pennsylvania, the guide can serve as a model for educators in other states. Many different resources are provided. There is an annotated listing of museums around Stroudsburg, Pennsylvania. A chart describes how to relate museum visits to classroom curricula by outlining the concepts to be taught and the teaching methods. Learning activities are suggested, answers to questions often asked by teachers of museum directors are provided, and tips for field trips are included. An essay explores the creative process and its implications for individual achievement. In addition, lists are provided of the 1983 regional membership of the Pennsylvania Guild of Craftsmen, cultural organizations in Pennsylvania, primary source materials available at and publications of Stroud Mansion, publications available at Pocono Indian Museum, and films and video cassettes. A bibliography concludes the guide. (RM)

ED 245 969 SO 015 729

Wilson, John Scott

Recent Books in U.S. History: An Annotated

Bibliography.

Indiana Univ., Bloomington. Social Studies Development Center.

Pub Date—Apr 84

Note—6p.

Journal Cit—News and Notes on the Social Sciences; p6-10 Apr 1983-84

Pub Type—Reference Materials - Bibliographies (131) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Books, Modernization, Peace, Resource Materials, \*United States History, War

Identifiers—Cold War

Over 50 books published in the 1970's and 1980's which deal with various aspects of U.S. history are

described. The annotated listing is organized by the following categories: (1) the colonial period, (2) the revolutionary era, (3) 1800-1860, (4) Civil War and reconstruction, (5) the modernization of America, (6) war and peace, and (7) the cold war era. In addition to the brief description, the author, title, publisher, and publication date are provided. (RM)

**ED 245 970**

SO 015 730

*Hepburn, Mary A. Dahler, Alfred*  
**Social Studies Dissertations, 1977-1982.**  
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89994-283-0

Pub Date—83

Contract—400-83-0012

Note—270p; For dissertations published between 1977, see ED 164 361, ED 098 085, and ED 054 999.

Available from—SSEC, 855 Broadway, Boulder, CO 80302 (\$14.95).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Abstracts, Annotated Bibliographies, Citizenship Education, Classroom Environment, Comparative Education, \*Doctoral Dissertations, Economics Education, \*Educational Research, Elementary Secondary Education, Foreign Countries, Geography Instruction, Global Approach, Instructional Materials, Legal Education, School Organization, Social Science Research, \*Social Sciences, \*Social Studies, Teacher Characteristics, Teacher Education, Teaching Methods, United States History, Values Education, World History.

This summary of social studies/social science education doctoral dissertations provides a reference work of use to students, educators, researchers, and others interested in the topics, methods, outcomes, and patterns of recent graduate dissertations. Following an analytical introduction which describes the topics and problems most frequently addressed in the dissertations, summaries of 394 dissertations written between 1977 and 1982 are presented. The dissertations were selected from Dissertation Abstracts International (DAI) and classified into five categories: curriculum materials; teaching methods; school organization, curriculum organization, and school climate; teacher education and teacher characteristics; and studies of social studies in other countries. Each category includes the following subcategories: (1) social studies general subjects; (2) citizenship, law-related, and political education; (3) economics education; (4) geography and global studies; (5) behavioral sciences, ethnic, multicultural, and women's studies; (6) reading; and (7) values and moral education. In addition to the abstract, each entry includes author name, degree awarded, institution, dissertation title, descriptors indicating the main ideas of the study, and DAI order number. The document concludes with indices on topics, authors, authors' institutions, and instruments cited. (LH)

**ED 245 971**

SO 015 731

*Joseph, Earl C.*  
**Ask a Futurist. Peace [and] Robots.**  
Pub Date—Jul 84

Note—6p; Paper presented at the World Future Society's Assembly (5th, Washington, DC, July 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Artificial Intelligence, Change Strategies, Employment Opportunities, \*Futures (of Society), Intelligence, Job Skills, Man Machine Systems, \*Peace, \*Robotics, Skill Obsolescence, \*Social Change, Technological Advancement

A futurist addresses two questions concerning world peace and the implications of using robots. In the section on peace (part 1), recommendations for world peace include: (1) implementing peace education as a mandatory part of education; (2) establishing a Department of Peace in each country to create a societal infrastructure for implementing peace; (3) institutionalizing a peace-industrial complex stronger than a military-industrial complex in which peace would become a profitable enterprise, (4) establishing a standard peace index for measuring the "quality of peace," (5) studying the meaning of

peace in all contexts, (6) building machinery/technology for peace, and (7) conducting research and development for peace. Part 1 concludes that society needs preventive systems which are future-oriented to achieve peace rather than reactive tactical systems. Part 2 focuses on the future of robots, defines artificial intelligence, and makes a distinction between expert systems and robots. The section concludes that while robots and automated machines directly displace people from jobs, expert systems (consulting tools or appliances used for amplifying human skills) will actually create new jobs and raise society's standard of living by making humans increasingly more "intelligent" and capable. (LH)

**ED 245 972**

SO 015 732

**International Information Policy. Report of the United Nations Issues Conference (15th, New Paltz, New York, April 13-15, 1984).**  
Stanley Foundation, Muscatine, Iowa.

Pub Date—Apr 84

Note—32p; Photographs may not reproduce clearly.

Available from—The Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (free).

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Conflict Resolution, Developed Nations, Developing Nations, Freedom of Speech, Government Role, \*Information Services, Information Systems, International Cooperation, \*International Relations, Journalism, \*News Media, News Reporting, \*Policy Formation, \*World Problems

Identifiers—United Nations, United Nations Economic and Social Council

Highlights and recommendations of a conference focusing on the conflict over international information policy are divided into two sections. First, the opening speech discusses the importance of the free flow of information, the historical growth and current dominance of information flow by Northern hemisphere countries, the roles of the New World Information and Communication Order (NWICO) and UNESCO in the controversy, and the conference goals of encouraging cooperation between Northern and Southern hemisphere blocs on this issue. The remainder of the text contains the rapporteurs' report on conference proceedings, subdivided into three parts. The first part places the conceptual conflict over information policy into historical context and examines the role of national governments in media regulation, the conduct of journalists, and the potential impact of NWICO on information policy. The next part reviews practical programs to strengthen information systems in developing countries; UNESCO, the International Programme for the Development of Communication, United Nations activities, public and private sector efforts, journalist training programs, editor training programs, and technology transfer. The final part of this section cites eight recommendations formulated at the conference. Additional material consists of a list of conference participants and a summary of Stanley Foundation activities. (LP)

**ED 245 973**

SO 015 733

*Barrett, Nancy S.*  
**Women as Workers.**

Pub Date—Jun 84

Note—53p; Paper presented at the National Conference on Women, the Economy, and Public Policy (Washington, DC, June 19-20, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Day Care, Displaced Homemakers, Dual Career Family, Employed Parents, \*Employed Women, \*Equal Opportunities (Jobs), Fatherless Family, Flexible Working Hours, Heads of Households, Labor Force, Older Adults, Part Time Employment, \*Policy Formation, Poverty, Reentry Workers, Retirement Benefits, Salary Wage Differentials, \*Sex Discrimination, \*Social Attitudes, Social History, Social Services, Socio-economic Influences, Underemployment

This examination of structural changes in the U.S. economy and its effect on the role of working women presents a policy agenda for alleviating some of the economic strains facing today's working woman. Material is arranged into 3 parts. Part 1 provides an historical backdrop and discusses women's shift out of housework, women as providers, and the social and institutional environment.

Part 2 focuses on problems facing today's working women including inequity in pay; climbing poverty rates among female-headed households; a high and growing incidence of poverty among elderly women; a lack of support services, most notably child care and care for the elderly; lack of flexibility in work arrangements to accommodate family responsibilities; low pay rates and absence of fringe benefits for part-time workers; and inequities in tax laws, social security, and pension plans. Part 3, policy agenda for working women, presents specific policy recommendations supporting increases in full employment; employment opportunities; pay equity; child care and other support services; alternative work schedules; tax, social security, and pension equity; and a restructuring of the welfare system. Tables showing labor force participation rates of women from 1950-1982, probability of labor force entry and exit by females 16 years of age and older, and percentage rates of employed workers on part-time schedules are also included. (LH)

**ED 245 974**

SO 015 735

*Macy, Joanna Rogers*  
**Despair and Personal Power in the Nuclear Age.**  
Report No.—ISBN-0-86571-031-7

Pub Date—83

Note—192p.

Available from—New Society Publishers, 4722 Baltimore Ave., Philadelphia, PA 19143 (\$19.95 hardbound—ISBN-0-86571-030-9, \$8.95 paperback).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Anxiety, \*Coping, Counseling Objectives, \*Depression (Psychology), Fear, Group Activities, Group Guidance, Guidelines, Helplessness, \*Individual Power, Interpersonal Relationship, Learning Activities, \*Nuclear Technology, Personal Autonomy, Self Control, Social Psychology, Stress Management, World Affairs, \*World Problems

This guide to personal empowerment provides 47 exercises for dealing with feelings of despair, isolation, and powerlessness associated with the growing threat of nuclear war, progressive destruction of the environment, and unprecedented human misery. The first of eight chapters describes psychological responses to planetary perils and discusses world concerns, pain, reactions to peril, causes and effects of repression, and the genesis of "despairwork." Chapter 2 concentrates on the theoretical foundations of despair and empowerment work, explaining basic principles, the interconnectedness of life, methods for shedding outmoded ways of being, power, and ways of shifting toward new levels of consciousness. Chapter 3, despair and empowerment work with individuals, recommends breaking social taboos and talking about planetary perils in ways that are mutually strengthening. Six exercises for children and young people are provided and suggestions are given for professionals in a counseling setting. Chapter 4 provides sections on facilitating despair and empowerment work in groups or workshops. Chapters 5, 6, and 7 describe three major stages of work and provide 37 exercises to help in the facilitation of movement through these stages. Four final meditation exercises are provided in chapter 8. Appendices include sample workshop agendas and announcements, a resource list of organizations and materials, and advice for dealing with terrifying films. (LH)

**ED 245 975**

SO 015 736

**Documents and Symbols of Democracy.**  
Virginia State Dept. of Education, Richmond, Div. of Humanities and Secondary Administration.  
Pub Date—Aug 82

Note—95p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Democracy, \*Democratic Values, Elementary Secondary Education, Instructional Materials, Primary Sources, \*Social Studies, \*State History, Symbolism, \*United States History

Identifiers—Declaration of Independence, Flags, United States Constitution, \*Virginia

A three-part handbook for Virginia K-12 social studies teachers presents methods for introducing students to documents and symbols which reflect the principles and ideals of the American democratic system. Although a portion of the material focuses on resources specific to the state of Virginia, information on national documents and symbols

can be used nationwide. The first part contains copies of the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of Independence, and the U.S. Constitution. Also included are a rationale for teaching these documents, and a scope note describing the grade level at which these should be taught. The second part concerns teaching about national and state symbols. Topics covered are the history of the American flag, guidelines for displaying the flag, the salute to the flag, the Pledge of Allegiance, the American's Creed, the Great Seal of the United States, the Virginia state flag, and the Seal of Virginia and other state symbols. The final section contains a copy of the Constitution of Virginia. (LP)

ED 245 976

SO 015 737

*Crawley, Sharon J.*  
The Name Game.  
Pub Date—Mar 84  
Note—7p.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Educational Games, Elementary Secondary Education, \*Geography Instruction, \*Locational Skills (Social Studies), \*Map Skills, \*Physical Geography, State History Identifiers—New York, North Carolina, Ohio, Pennsylvania

Described is a game which provides a method for teaching students to locate cities and towns on a map. Students are provided with a list of descriptive phrases which stand for the name of a city, e.g., hot weather town (Summerville, Georgia); a chocolate candy bar (Hershey, Pennsylvania). Using a map, students must then try to find the name of a city that fits the description. Once students are familiar with the procedure, they can develop their own name games. Provided are examples of descriptions of cities and towns in Pennsylvania, North Carolina, New York, and Ohio. (RM)

ED 245 977

SO 015 738

*Young, Jason Borgida, Eugene*  
Personal Agendas and the Influence of Self Interest on Voting Behavior.

Pub Date—May 84

Note—11p.; Paper presented at the Midwestern Psychological Association Meeting (Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elections, Political Issues, Presidents, Social Science Research

Identifiers—Presidential Elections, \*Self Interest, \*Voting Behavior

A secondary analysis of survey data obtained from 331 Minneapolis-St. Paul, Minnesota, residents shortly after the 1980 presidential election showed that self-interest exerts a strong influence on voting behavior. Self-interest is the degree to which an issue impinges immediately and tangibly upon an individual's private life. Respondents were asked to list the top two political issues of most importance to them. The survey also included 10 items which objectively assessed the respondents' self-interest on economic matters, making it possible to determine the respondents' personal agendas, i.e., how they ranked the issues in terms of importance for practical purposes. For example, respondents were asked about the frequency with which they compared prices for groceries, their satisfaction with their take-home pay, and similar types of questions. Using these items to form an index of self-interest, it was hypothesized that for those respondents who indicated a primary concern with economic issues and who were personally involved with these issues, a stronger relationship would be found between their self-interest index and their vote choice. The hypothesis was supported. (RM)

ED 245 978

SO 015 739

*Reagan, Timothy*  
The "Language Question" in the History of South African Education.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association Division F, History and Historiography (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—African History, \*Afrikaans, Bilingualism, Black Education, Black History, \*Black

Students, Conflict, \*Educational Policy, Historiography, \*Language of Instruction, Racial Discrimination, Social Problems

Identifiers—\*South Africa

This examination of South Africa's policy toward educating its black majority outlines major problems in South Africa's educational historiography and suggests possible explanations for the problems. Following a brief discussion of the nature of South Africa's language policy, the paper briefly analyzes the literature and concludes that (1) much of the work done on South Africa's language policy focuses on analyzing the relationship between English and Afrikaans, (2) little attention has been given to contemporary problems entailed in the choice of language(s) of instruction for blacks, (3) there has been an overemphasis on political history and corresponding disregard for social, economic, and cultural factors, (4) there has been an exclusion of blacks in historical works on South African education, and (5) there is a trend towards both mother-tongue instruction and bilingualism as official educational objectives. In response to critics who claim that South Africa's language policies have been designed as a way of perpetuating tribal divisions and cutting students off from the language required for employment and communication with the wider world, the author posits that we can gain a better understanding of the issue by relating the Afrikaaner's struggle for language rights to contemporary government education policies. Because language maintenance played such a pivotal role in the survival of the Afrikaaner community, perhaps South Africa's language policies have more to do with paternalistic benevolence than with racial separation. (LH)

ED 245 979

SO 015 740

*Mayton, Daniel M., II Delamater, Mary C.*  
Nuclear War: Fears and Concerns of College Students.

Pub Date—Apr 83

Note—21p.; Revised version of paper presented at the Meeting of the Rocky Mountain Psychological Association (Snowbird, UT, April 25-28, 1983). For a related paper, see SO 015 741.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Anxiety, Educational Research, \*Fear, Higher Education, Intelligence, Liberal Arts, Majors (Students), \*Nuclear Warfare, Rural Areas, \*Student Attitudes, Student Characteristics

Revised version of paper towards nuclear war were investigated. Two questionnaires were administered. The first included five incomplete sentences designed to assess indirectly each respondent's fear of nuclear war. In response to either "My greatest fear regarding the future is..." and "I worry about..." 23 of 127, or 18.1 percent of those responding, indicated that nuclear war or destruction was a concern. The second questionnaire was a direct follow-up which asked how often each person thought about nuclear war, how worried they generally became, and other questions concerning demographic information. Typical respondents indicated that they thought about nuclear war a little more than once a year and were somewhat worried when they did. Students with liberal arts majors were more likely to mention nuclear war as a fear than were students in other majors. The more intelligent college students thought about nuclear war more often and had more nightmares about it. Students from larger hometowns perceived the individual as having a greater impact on policy regarding nuclear war than did students from smaller places. (RM)

ED 245 980

SO 015 741

*Mayton, Daniel M., II*  
Spontaneous Concern about Nuclear War by College Students.

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984). Appendix may be marginally legible due to light type. For a related paper, see SO 015 740.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Anxiety, Educational Research, \*Fear, Females, Higher Education, Males, \*Nu-

clear Warfare, Religious Factors, Research Needs, Rural Areas, Sex Differences, \*Student Attitudes, Student Characteristics

The results of this study show that college students from small towns in the Rocky Mountain states are very concerned about nuclear war. One hundred eighty-six undergraduates from a small college in the Pacific Northwest were asked to respond to five presentations each of two incomplete sentences: "I worry about..." and "My greatest fear regarding the future is..." One-half of the students mentioned nuclear war at least once. In an earlier study of a similar nature only 18.1 percent of undergraduates mentioned nuclear war as a concern. However, in the earlier study, the students were given only two chances to respond to the same open-ended questions. Since a substantial number of college students did not mention a concern about nuclear war when given only two opportunities to do so, but subsequently did so in the present study when given ten opportunities, it would appear that concern about nuclear war exists, but that it is not one of the students' top worries or concerns about the future. In the present study males expressed more concern about nuclear war than females; persons describing themselves as extremely religious also expressed more concern. (RM)

ED 245 981

SO 015 742

*Gephart, Ronald M., Comp.*  
Revolutionary America, 1763-1789: A Bibliography. Volume 1 [and] Volume 2.  
Library of Congress, Washington, D.C.  
Report No.—ISBN-0-8444-0359-8; ISBN-0-8444-0379-2

Pub Date—84

Note—1,751p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$38.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF15/PC71 Plus Postage.

Descriptors—Annotated Bibliographies, Biographies, \*Colonial History (United States), Constitutional History, Economic Climate, Intellectual Experience, Intellectual History, International Relations, \*Library Collections, Library Materials, Primary Sources, Reference Materials, Research Tools, Resource Materials, \*Revolutionary War (United States), Social Life, State History Identifiers—Europe, \*Library of Congress, Military History

The latest in a series of publications celebrating the bicentennial of American independence, this annotated bibliography lists the Library of Congress holdings concerning America during the Revolutionary War. Listed are the Library's most important primary and secondary sources, including books, manuscripts, serials, maps, and atlases. There are 12 chapters (the first 9 in Volume 1, the rest in Volume 2) as follows: (1) Research Aids; (2) General Studies—Regional, State and Local; (3) The British Empire and the American Revolution; (4) The Colonies on the Eve of Independence; (5) The West during the Revolutionary Era; (6) The War for Independence, 1775-1783; (7) The Loyalists in America and in Exile; (8) Diplomacy and Other International Aspects of the Revolution; (9) The Confederation and the Consolidation of the Revolution in the States; (10) The Making of the Constitution; (11) Economic, Social, and Intellectual Life in Revolutionary America; and (12) Biographies and Personal Primary Sources. Also included is an essay, "The Preservation and Publication of Documentary Sources on the Revolution." Concluding the publication are an index and a listing of Advisory Committee names. (RM)

ED 245 982

SO 015 750

*Alabama Course of Study: Humanities, K-12. Bulletin 1983, No. 16.*  
Alabama State Dept. of Education, Montgomery.

Pub Date—83

Note—57p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Studies, Behavioral Objectives, Course Content, Curriculum Development, Curriculum Guides, Elementary Secondary Education, European History, \*Humanities Instruction, \*Interdisciplinary Approach, Resource Materials, Sequential Approach, Skill Development, Thematic Approach, United States History Identifiers—China, Greece, Renaissance

A scope and sequence for incorporating humani-



ties into the existing K-12 curriculum contains 8 sections. Following an introduction, the first section outlines characteristics of an effective humanities program. The second and third sections contain teacher and student objectives for a humanities program, minimum requirements, and alternatives for such a program. The fourth section, a chart, suggests strategies for integrating humanities themes into appropriate skill and content areas. For each grade level, specific topics, skills, and humanities or interdisciplinary teaching techniques are provided. The fifth section contains an outline for a one-semester chronological approach to humanities suitable for high school level. Three historical cultures—ancient China, classical Greece, and Renaissance Europe—are used to help students develop an appreciation for the impact of past cultures on the present. The sixth section contains an outline for an interdisciplinary two-semester course in high school American studies. Using a chrono-thematic approach, this course focuses on the theme of the American character. The seventh section details a one-semester thematic course in humanities. Drawing on art, music, literature, and music, the final section contains brief outlines of four thematic courses: the search for self, the individual and society, the future, and aging. (LP)

ED 245 983 SO 015 751  
Mills, Carol J.

**Sex Differences in Self-Concept and Self-Esteem for Mathematically Precocious Adolescents.**

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Ability, Adolescents, Aptitude, Behavioral Science Research, Cognitive Style, Cognitive Tests, Females, \*Gifted, Males, \*Mathematics, Mathematics Achievement, \*Self Concept, Self Concept Measures, \*Self Esteem, \*Sex Differences, Social Science Research

Mathematically precocious adolescents were studied in order to identify sex differences in self-concept/self-esteem which exist at a stage when intellectual differences are emerging. Subjects were 166 males and 68 females, ages 12-15 years, enrolled in a summer residential program for talented youth. Mean SATM scores for the experimental population were 605 (males) and 575 (females). Students completed a battery of self-report personality tests, including the Myers-Briggs Type Indicator (MBTI), which ascertains a person's preference for thinking or feeling and for introverted or extroverted activity; the Adjective Check List (ACL); the Self-Esteem Checklist; and the Bem Sex Role Inventory (BSRI). A large number of these mathematically gifted boys and girls had significantly different preferences for taking in, evaluating, and using information. A connection between thinking preferences and math ability and between social activities and math ability was indicated for girls. High math ability girls tended to be socially introverted and "thinking" types when compared to normal ability girls of the same age. The question is raised of whether these social tendencies may widen the gap between males and females in the use of their abilities, i.e., whether the tendencies may affect the decision to pursue math careers. Tables provide information on several of the tests performed. (LP)

ED 245 984 SO 015 752

Joy, Carol Regan, Patrick

**World Hunger: Learning to Meet the Challenge.** Impact on Hunger, New York, NY.

Pub Date—83

Note—155p.; Photographs may not reproduce clearly.

Available from—Impact on Hunger, 145 E. 49th St., New York, NY 10017 (\$6.00 donation).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Curriculum Guides, Elementary Secondary Education, \*Hunger, \*Interdisciplinary Approach, Language Arts, Learning Activities, Lesson Plans, Nutrition, Science Curriculum, Social Studies, Student Evaluation, Visual Arts, \*World Problems

Identifiers—Holidays

This elementary and secondary level world hunger curriculum guide is designed both to educate teachers and students in the basics of world hunger,

and to guide them in organizing student groups to take action that will combat hunger. A background information section is presented in part 1, which describes who and where the hungry are, what it is like to be hungry, why we have hunger, what is being done and what needs to be done to eliminate hunger, and how people can become involved. Part 2 contains a series of elementary level classroom teaching strategies for special school events and holidays. These are hour-long lessons that tie together the subject of world hunger and the particular holiday the school is celebrating (e.g., Halloween, Thanksgiving, winter holidays, Valentine's Day, and spring holidays). The final part presents a series of secondary level lesson plans in each of the five subject areas: social studies, language arts, health/nutrition, the visual arts, and the sciences. Each series is divided into five steps which can be completed in five days or extended over a longer period. In each subject area, one series is for beginning level or younger students, one is intermediate, and one is for older or more advanced students. Following these three series of lesson plans are suggestions for extending the classroom activities into class-action projects, evaluation strategies, and a list of over 60 films, books, and organizations to contact. (LH)

ED 245 985 SO 015 755

**The Social Studies Basic Skills Connection: Practical Strategies for Teaching Basic Skills in Conjunction with Social Studies Content.**

Missouri State Dept. of Education, Jefferson City.

Pub Date—82

Note—75p.

Available from—Missouri Testing and Evaluation Service, 408 Hitt St., Columbia, MO 65211 (\$3.00 each, \$2.75 for 11 or more copies).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Basic Skills, Behavioral Objectives, Citizenship Education, Classroom Techniques, Competency Based Education, Elementary Secondary Education, Learning Activities, \*Skill Development, \*Social Studies, Teaching Methods

Arranged in two parts, this guide introduces elementary and secondary social studies teachers to a variety of methods for integrating social studies content and basic skills instruction. Chapter I defines basic skills as the skills an individual needs to become a self-directed learner, communicate clearly, and make reasoned decisions, and presents a social studies context for teaching these skills. A table lists College Board basic academic competencies, each tagged to recommended teaching strategies. Student and teacher goals for citizenship education are also provided. Chapter II contains 31 strategies to promote basic academic skills. Strategies covered include textbook orientation, directed reading, SQ3R reading method, cloze procedure, analogies, anticipation and prediction, decision-making, attentive listening, the "sponge activity," content area writing, sequencing, and time lines. A list of strategies is cross-referenced by purpose and function. A one-page list of resources concludes the publication. For each strategy, grade levels, purpose, variations, discussion and source information are provided. (LP)

ED 245 986 SO 015 760

**Overcoming World Hunger: The Challenge Ahead. Report of the Presidential Commission on World Hunger. An Abridged Version.**

Presidential Commission on World Hunger, Washington, DC.

Pub Date—Jun 80

Note—34p.; Photographs and pages printed on colored paper may not reproduce clearly.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Developed Nations, \*Developing Nations, Foreign Policy, \*Global Approach, Government Role, \*Hunger, International Cooperation, \*International Relations, International Trade, Nutrition, Poverty, \*World Problems

Identifiers—Food Production, Food Supply

This U.S. presidential commission report outlines specific recommendations for eliminating world hunger in the 1980's. Following a summarization of world hunger problems, the report addresses specific ways to deal with world hunger. Short-term goals include taking immediate action to ensure that poor people are not hungry, assuring that infants and children are adequately nourished, eliminating

diseases resulting from specific nutritional deficiencies, and providing disaster relief. Long-term goals involve the provision of equitable growth, redistribution of existing wealth, production of enough food, and development of a system of world food security. Recommendations for U.S. action involve commitment and action in the following areas: (1) developing more equitable trade and debt policies, (2) ensuring that corporate investments made by private U.S. companies do not harm, but aid the fight against hunger and poverty, (3) ensuring that there are adequate food supplies even during times when production is low, (4) ensuring that development assistance goes to the countries and people who need it most and that it is as effective as possible, (4) overcoming domestic hunger, and (5) establishing an organization to educate and inform the American public about hunger and malnutrition. Appendices summarizing the report and additional views of commissioners are appended. (LH)

ED 245 987 SO 015 761

Eddinger, Suzanne S., Ed.

**Global Economics for Middle and Secondary School Students.**

Georgia Univ., Athens. Center for Economic Education.

Pub Date—83

Note—131p.

Available from—Center for Economic Education, Dudley Hall, University of Georgia, Athens, GA 30602 (\$3.75).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Concept Teaching, Economics, \*Economics Education, Exports, \*Global Approach, High Schools, Instructional Materials, Intermediate Grades, \*International Trade, Lesson Plans, Middle Schools, Monetary Systems, Productivity, Puzzles, Simulation, Specialization

Identifiers—Interdependence

Intended to help teachers introduce concepts related to global economics, this book provides 16 detailed lesson plans for students of varying abilities from middle school through high school. Lessons 1-3 teach students about imports and substitutes, unequal resources, scarcity, interdependence, and trade. Lesson 4 provides activities for learning about a production possibilities curve, cost of production, and opportunity costs. A simulation game of free trade is provided in lesson 5 and lesson 6 teaches about absolute and comparative advantage and specialization. In lesson 7, students debate the case for expanded world trade vs. protectionism. Lessons 8-16 provide instruction about trade dilemmas in competitive and controlled markets, multinational corporations, communication problems in international trade, international trade in the state, international trade in the local community, international finance and exchange rates, international monetary systems, socioeconomic changes affecting farmers, and career opportunities in the international field. Each lesson plan identifies major concepts, objectives, materials, and procedures. Necessary student handouts and materials are provided. The book concludes with a series of review puzzles and a list of additional resources for teaching global economics. (LH)

ED 245 988 SO 015 762

Lorantas, Raymond

**Teaching World History through Symbolic Figures: Zhou Enlai, an Example.**

Pub Date—83

Note—28p.; Paper presented at the Annual Conference of the American Historical Association (San Francisco, CA, December 27-30, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Asian Studies, Biographies, \*Chinese Culture, Higher Education, History Instruction, Industrialization, International Relations, \*Leaders, \*Modern History, Nationalism, Political Power, Social Change, Teaching Methods, \*World History

Identifiers—\*China, Chinese Communist Party, Twentieth Century, \*Zhou Enlai

Use of symbolic figures in the college level world history course can provide a vehicle for studying social organization, political movements, and economic institutions of a given period. For example, Zhou Enlai, an activist and leader throughout much of the 20th century, symbolizes the major themes and forces of this era: change, industrialization, the rise of the masses, the state, nationalism, and inter-

national relations. Zhou's understanding of nationalism, political parties, and the masses is evident in the pivotal role he played in critical Chinese movements such as the May Fourth Incident (1919), the war against Japan, the Chinese Communist movement, and the founding of the People's Republic of China (PRC). Following the establishment of the PRC, China's foreign policy, guided by Zhou, became crucial to the global balance of power. Zhou played a key role in the Bandung Conference of African and Asian States in 1955 and the reestablishment of United States-China relations in 1972. Zhou's realization of the importance of industrialization is evidenced in the efforts he made in establishing the PRC's first Five Year Plan and the Great Leap Forward. (LP)

ED 245 989

SO 015 763

Birdsall, Nancy

**Population Growth and Poverty in the Developing World.**

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Dec 80

Note—53p; Photographs may not reproduce clearly.

Available from—Population Reference Bureau, Inc., 1337 Connecticut Ave., N.W., Washington, D.C. 20036 (\$2.00).

Journal Cit—Population Bulletin; v35 n5 Dec 1980

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Birth Rate, Demography, \*Developing Nations, Economic Factors, Family Planning, Futures (of Society), Income, Low Income Groups, Overpopulation, \*Population Growth, Population Trends, \*Poverty, Socioeconomic Influences

The link between rapid population growth and the absolute poverty which currently afflicts 780 million people in developing countries (excluding China and other centrally planned economies) is examined. As a result of rapid population growth, many countries suffer low per capita income growth, a lack of progress in reducing income inequality, and more poverty. Conversely, many characteristics of poverty, e.g., high infant mortality, lack of education for women, and inaccessibility of family planning, can cause high fertility. Experience in many countries shows, however, that birth rates can fall rapidly in low-income groups when basic health care, education, and low-cost or free family planning services are made widely available. Assuming that annual population growth averages 2.2 percent for 1975-2000 and total income growth rises to 6.2 percent per year, the numbers of poor people are projected to decline to 600 million in 2000. But slower than expected economic growth in the 1980's could raise the number, unless special efforts are made to ensure more equitable income distribution and improvements in services to the poor in developing countries. (RM)

ED 245 990

SO 015 764

Clarkson, Lorraine And Others

**Building from Strength II. Teaching Canadian Geography General Level Curriculum.**

Canada Studies Foundation, Toronto (Ontario); Ontario Association for Geographic and Environmental Education, Toronto.

Pub Date—May 83

Note—128p.

Available from—Dominie Press, Unit 15; 345 Nugget Ave., Agincourt, Ontario, Canada M1S 4J4 (\$16.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Classification, Curriculum Development, \*Experiential Learning, \*Geography Instruction, Identification, Learning Activities, Learning Processes, Map Skills, Models, Natural Resources, \*Process Education, Secondary Education, Simulation, Student Participation, Student Role

Identifiers—\*Canada

This two-dimensional, action-oriented curriculum model for teaching geography at the secondary school level provides a rationale for implementing a student-structured, process-oriented curriculum. Two diagrammed models, which are general enough to represent any learning process, illustrate the ideas developed in the rationale and accompany each of the 16 activities presented in the handbook. The first activity uses the classroom as a source of data. These data are later mapped and graphed by students. The concept of culture contact is introduced

in activity 2. Activities 3, 7, 9, and 13 focus on Canada by examining the environment of Canada's native people, using the globe, studying Allisha, and discovering Canadian pride. Activities 4 through 6, word-pictures, use classification, and data identification skills. Activities 8 and 10 deal with natural and unequal resources and activity 11 presents a map simulation exercise. Activity 12 focuses on foreign ownership and activities 14 and 15 help students form an image of the nature of the country or region in which they live. The final activity uses newspapers to teach about cities, towns, and villages. Diagrams, student worksheets, checklists, puzzles, and follow-up sheets are included. Although some activities focus primarily on the study of Canada, many can be used in any geography or social science lesson. Appendices provide instruments for self-evaluation, further information on process-oriented student-structured classrooms, and a word about computer technology in the curriculum. (LH)

ED 245 991

SO 015 765

Kettle, James A.

**Preparation for Life: The Countess of Warwick and British Education.**

Pub Date—Mar 84

Note—21p; Paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 24, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, Biographies, \*Educational History, \*Educational Improvement, Educational Legislation, Educational Opportunities, Higher Education, Private Financial Support, Rural Population, Secondary Education, \*Social History, Vocational Schools, Womens Education

Identifiers—English History, \*Great Britain, \*Warwick (Frances Greville Countess of) Throughout her lifetime Frances Evelyn Maynard Greville, the Countess of Warwick, contributed considerable energy and financial support to improving the education of poor and rural children, women, and laborers. Among her accomplishments were the establishment of a school for handicapped girls and a secondary agricultural and technical school for the children of farm workers. She drew attention to the need for education of women both through her role as chairperson of the educational subsection of the Women's Work Section of the Victoria Era Exhibition and through her support of Studley College for women. The countess also organized public support for a government bill to raise the age of British compulsory schooling. Following World War I, the Countess devoted her resources to organizing a summer school for elementary teachers and establishing a college for laborers. (LP)

ED 245 992

SO 015 766

Fletcher, Carol C.

**Food for Thought: A Population Simulation Kit.**

Revised.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—80

Note—77p; Charts and graphs may not reproduce clearly.

Available from—Population Reference Bureau, 2213 M. St. N.W., Washington, DC 20037 (\$4.00, plus \$1.00 shipping and handling fee).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Birth Rate, Charts, Demography, Educational Games, Experiential Learning, Geographic Distribution, Global Approach, Graphs, \*Human Geography, Hunger, Instructional Materials, Natural Resources, \*Overpopulation, \*Population Distribution, Population Growth, Secondary Education, Simulation, Student Participation

Identifiers—Food Production, Food Scarcity

Designed to foster an understanding of some of the relationships among population growth and distribution of people, food, and land area, this simulation kit deals with the following concepts: (1) the finite nature of land and resources, (2) the size and rate of growth of population, (3) the unequal distribution of population throughout the world, and (4) the distribution and consumption of world food supplies. Section 1, "Simulation," contains three main parts: "World Population Growth," "Distribution of World Population and Agricultural Land,"

and "Distribution of World Food." Each simulation actively involve all participants. For most of the activities, a large floor space is mapped out into six major world regions. Participants are distributed among the regions according to the regions' percentages of world population. Participants act as citizens of their respective regions during the simulation. A discussion guide at the end of each part can be used to elicit factual information, opinions, and feelings. Optional activities are also included and may be used to explore concepts such as migration, family growth decisions, and protein consumption. Section 2, "Resource Materials," provides the necessary geographic and population information for all activities. Contents include a glossary, regional population and geographic information sheets, a script for the combined version of the simulation, world and U.S. population charts and fact sheets, and world population data sheets. (LH)

ED 245 993

SO 015 767

Senchuk, Dennis M., Ed.

**Philosophical Studies in Education. Proceedings of the Annual Meeting of the Ohio Valley Philosophy of Education Society (Cincinnati, Ohio, November 19-20, 1982).**

Ohio Valley Philosophy of Education Society, Terre Haute, Ind.

Spons Agency—Akron Univ., Ohio; Indiana Univ., Bloomington. School of Education.

Pub Date—84

Note—132p; For proceedings of earlier meetings, see ED 227 016, ED 210 228, ED 195 473, and ED 170 231.

Available from—For subscriptions, write Editor, 406 Sowler Hall, Gallaudet College, Kendall Green, Washington, DC 20002 (\$6.50, individuals, \$8.00, institutions). Back copies in paper and microfilm (1968-present) are available from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aesthetic Education, Biculturalism, Bilingual Education, Children's Literature, Cognitive Development, Cultural Pluralism, Educational Opportunities, \*Educational Philosophy, Educational Practices, Elementary Secondary Education, Ethical Instruction, Language Handicaps, Moral Development, Moral Issues, Multicultural Education, Self Esteem, Social Adjustment, Teacher Role, Values Education

Identifiers—Buber (Martin), Dewey (John), James (William), Kohlberg (Lawrence) Arranged in four parts, this collection of conference papers addresses selected philosophical and social questions being faced by contemporary educators. Part 1 contains the presidential address, the subject of which is conceptions of the educated person, and a response to that address. Part 2, the general session, contains two papers which discuss the distinction between the existentialist and analytical philosophy of education and an interpretation of Martin Buber's philosophy. Part 3, the concurrent sessions, comprises 12 papers. Topics covered include Kohlberg's moral theory, the relationship between children's literature and moral education, the teacher as a moral example, the impact of law on social and educational policy, bicultural and bilingual education, and the philosophy of John Dewey. An official program of the annual meeting, minutes, treasurer's report, society membership list, and manuscript style guidelines are also included. (LP)

ED 245 994

SO 015 768

Austin, Patricia

**Studying Vermont: Making Connections. Cal Coolidge's Vermont: 1900-1930.**

Spons Agency—Dartmouth Coll., Hanover, N.H.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—81

Note—43p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biographies, Community Characteristics, History Instruction, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Presidents, Regional Characteristics, \*Social History, \*State History, \*United States History

Identifiers—Coolidge (Calvin), Twentieth Century,

\*Vermont

Intermediate and junior high school students

learn about the social history of Vermont by studying events and trends during a 30-year period of the life of a famous Vermont native, Calvin Coolidge. Although designed for students in Vermont, materials can easily be adapted for use in other states, particularly those in the New England area. In separate sections, students are introduced to life in smalltown Vermont at the turn of the century, early 20th century reform efforts, a major flood that occurred in Vermont in 1927, and the life and presidency of Calvin Coolidge. Each section contains a reading selection, a list of recommended readings, a vocabulary development exercise, and a list of student activities, projects, and field trips. Where appropriate, prose and poetry selections are included in the student reading. A teacher evaluation form concludes the publication. (LP)

ED 245 995 SO 015 769

Woodruff, Mary E.  
**Vermont Literature and Historical Fiction for Elementary Students.**

Spons Agency—Dartmouth Coll., Hanover, N.H.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—1 Jun 83

Note—63p.

Pub Type—Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Biographies, \*Childrens Literature, Cultural Education, Cultural Enrichment, Elementary Education, English Curriculum, \*Fiction, Instructional Materials, Learning Activities, Novels, Social Studies, \*State History, Thematic Approach, United States History

Identifiers—\*Historical Fiction, \*Vermont

An annotated bibliography of literary works appropriate for elementary students and instructional materials for use with the literature are contained in this teacher sourcebook. Materials can be divided into two categories, historical fiction and works by Vermont authors, and may be used for a thematic approach to literature or for a study of Vermont history and culture. Three introductory sections contain the rationale and organization of the sourcebook, the rationale for using historical fiction at the elementary level, and a list of student activities for studying historical fiction. The remainder of the publication consists of bibliographic and instructional information on 20 fictional works, the majority of which were published between 1974 and 1981. For each entry, a review sheet lists publisher, genre, Fry readability, setting, number of pages, story summary, major themes, and evaluative comments. A student worksheet and suggestions for student activities are also provided. A bibliography of Vermont literature concludes the sourcebook. (LP)

ED 245 996 SO 015 770

Link, Kathryn Gerlach

**The Arts-A Missing Link in the Basic Curriculum.**

A Process Manual to Integrate the Arts into the Elementary School Curriculum for Administrators, Teachers and Community Members.

Southwest Vermont Supervisory Union, Bennington, VT.

Spons Agency—Department of Education, Washington, DC; Vermont State Dept. of Education, Montpelier. Div. of Federal Assistance.

Pub Date—Aug 81

Note—72p.; Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, \*Art Education, Childrens Art, Creative Activities, Curriculum Development, Display Aids, Elementary Education, Evaluation Methods, \*Interdisciplinary Approach, Models, Program Descriptions, Publicity, Teacher Qualifications, Visual Arts

Identifiers—Vermont

Cited as a model project for the state of Vermont, this process model helps administrators, teachers, and community members integrate the arts into the elementary school curriculum. Arranged into 10 sections, the introduction in part 1 outlines the development of the program. Three major project goals are stated in section 2 and section 3 is an administrator section which includes examples of school projects, tips for good personnel relations, duties and responsibilities, and budget information. Section 4, the artist coordinator's section, outlines job qualifications and responsibilities. Dissemination methods are discussed in section 5, including

the use of exhibits and display; newsletters; area newspapers, radio, and television; parent-teacher presentations; parent involvement; and a student newspaper. Section 6 lists various evaluation procedures and section 7 provides 10 points of advice for teachers. Section 8 provides examples of interdisciplinary art activities for each grade level (K-6). Discovering colors, creative movement, painting and sculpture, drama and music, folklore, weaving and basketmaking, film-making, and photography are all tied to basic core subjects and to two all-school events. Section 9 draws conclusions about the success of the program and section 10 consists of 6 appendices: a planning and evaluation form; student, teacher, parent, and art instructor questionnaires; and a newsletter about art and the basics. (LH)

ED 245 997 SO 015 771

Ruttenberg, Ruth McCarthy, Amy  
**Women and Tax Policy.**

Pub Date—20 Jun 84

Note—64p.; Paper presented at the National Conference on Women, the Economy and Public Policy (Washington, DC, June 20, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, Economic Change, \*Females, \*Finance Reform, Policy Formation, \*Public Policy, Sex Differences, \*Sex Discrimination, \*Taxes

Identifiers—Income Taxes, Individual Retirement Accounts, Local Taxes, Social Security, State Taxes

The major types of U.S. federal, state, and local taxes are explored, and the impact of those taxes on all types of women—rich and poor, old and young, employed and not employed, parent and non-parent—are examined. Specifically discussed are the social security tax; the federal income tax system, including the marriage tax, the earned income credit, and the dependent care tax credit; the income tax threshold and individual retirement accounts; the federal corporate income tax; federal gift and estate taxes; and state and local taxes. Since men and women differ in the way they earn and spend income, they are necessarily treated differently within the tax system. Tax reform aims at fairness, but this is probably an illusory goal. At best the system might strive toward establishing specific objectives, modifying tax codes and regulations to attain those goals. Policymakers must understand that there is no such thing as a neutral tax and, therefore, no such thing as a gender-neutral tax. Policymakers must be conscious of the direct and indirect aspects of all taxation and develop tax policy with a clear understanding of who will be affected and whether or not the effects are desirable. (RM)

ED 245 998 SO 015 772

Segal, Marcia Texler

**Why Women: Reflections on the Need to Emphasize Women in Teaching about Development.**

Ball State Univ., Muncie, Ind.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—4 Sep 83

Note—35p.; Paper presented at the Annual Meeting of the American Sociological Association (Detroit, MI, August 31-September 4, 1983).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developed Nations, Developing Nations, \*Economic Development, \*Educational Needs, Educational Objectives, \*Females, Sex Discrimination, \*Sex Role, Social Science Research, Sociology, Womens Studies

Identifiers—Africa (Sub Sahara)

A feminist critique of development literature, with specific sub-Saharan examples, shows that development studies and projects are rooted in Western male world views. Researchers, guided by prevailing theory, ask questions about power, control, work, and social life from the point of view of the powerful, i.e., the men. Male research subjects tell their side of the story and interpret female behavior from their perspective. Development studies generally lack appropriate technical and conceptual tools with which to study women's positions in society. It is crucial to the advancement of women and of feminist scholarship and to the successful outcome of development that the question of the subordination of women be considered by researchers

and that feminist scholars be familiar with the development literature. By teaching about women in development, educators can make students aware of the complexity and variety as well as the universality that characterize humanity and force them to reevaluate assumptions, models, and paradigms. A 2-part bibliography concludes this paper. (RM)

ED 245 999 SO 015 773

Tepley, Karleen I.

**A Music Handbook for Elementary Classroom Teachers.**

Pub Date—81

Note—31p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Career Awareness, Discographies, Elementary Education, Instructional Materials, Learning Activities, \*Music Activities, Musical Instruments, Music Appreciation, \*Music Education, Resource Materials

Designed as a resource for elementary teachers, this booklet contains proven classroom activities and lesson plans as well as a human resource guide to help incorporate music into the K-6 curriculum. Fourteen lesson plans grouped by grades K-3 or 4-6 comprise the first section. For each lesson instructional objective, time estimate, materials, procedures, and additional activities are provided. Sample activities involve creating an advertising jingle, designing futuristic instruments, producing a story tape with sound effects, interviewing a musician, and setting up a "musical instrument rental corner" in the classroom. A second section, on resources, lists recommended classical recordings, Vermont community and state organizations and contact people, dance resource people, recommended field trips, and an overview of the Vermont Council of the Arts. (LP)

ED 246 000 SO 015 774

Werner, Jackie

**Using Art in an Integrated Primary Curriculum.**

Pub Date—81

Note—24p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, \*Art Education, Course Descriptions, Educational Objectives, Elementary Education, \*Integrated Curriculum, \*Interdisciplinary Approach, Language Arts, Science Instruction, Social Studies, Teacher Developed Materials, Units of Study

Teacher-developed units which integrate art with other subject areas in the elementary grades are described. The program creates an integrated wholeness by having students study units focusing on a central theme, which can be explored through different subject areas, including art. Reasons for art education are listed; for example, art develops problem-solving and communication skills, imagination, and spatial awareness. One unit of study centers around the folk story "The House That Jack Built" and involves children in studying and using stencil prints to draw different types of dwellings. Sketching live animals which were kept in the classroom for the study of life-cycles, food chains, habitats, and animal groupings helps the children see and know the animals more clearly. One language arts, social studies, and art unit centering on Maurice Sendak's book "Where the Wild Things Are" has children make masks to wear as the wild things in their dramatization of the story. Other examples of art activities include having children illustrate books, make a wall mural of a maple sugaring operation seen on a field trip, do field sketches, examine folk art, and make a quilt. (RM)

ED 246 001 SO 015 775

Bonifanti, Georgeanne

**Women's History Bibliography.**

Pub Date—82

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Art History, Athletics, Biographies, \*Females, Feminism, Non Fiction, Resources, Social History, United States History, \*Womens Studies, \*World History

Identifiers—Equal Rights

Over 150 resources on women's history are arranged under the following headings: author/title, collective biographies, reference materials, and indi-



vidual biographies. Within the biography categories, publications are arranged alphabetically by author (collective biographies) or subject (individual biographies). Within the remaining categories, publications are arranged randomly. Women in sports, politics, and the arts are among the subjects covered. Citations include bibliographic information and a brief annotation. With few exceptions, the books covered were published between 1960 and 1980. (LP)

**ED 246 002** SO 015 776

Greenup, Tess

Newspaper Activities for Young Consumers.

Albuquerque Journal/Tribune, NM.

Pub Date—83

Note—17p.; Prepared by the Newspapers in Education project. The booklet is designed to be used in conjunction with "Young Consumers, Law in Action Series," (Riekes, Linda and Ackerley, Sally Mahe; West Publishing Company). Available from—Albuquerque Journal/Tribune, P.O. Box J/T, Albuquerque, NM 87103 (\$2.00). Pub Type—Guides—Classroom—Teacher (052)—Guides—Classroom—Learner (051)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Advertising, Consumer Economics, \*Consumer Education, Consumer Protection, Intermediate Grades, Junior High Schools, Laws, Learning Activities, Legal Education, Propaganda, Purchasing

Identifiers—Consumer Skills, \*Newspaper in the Classroom Project

Designed for intermediate and junior high level students, the handbook gives 11 lessons using newspaper activities for teaching consumer education. The activities help students (1) define consumer education terms and distinguish between wants and needs; (2) define the term "caveat emptor" and understand the concept of consumer responsibility; (3) explain why laws are necessary for consumer and seller protection; (4) explain how the Pure Food and Drug Act came into being and possible needs for revision; (5) explain three laws regulating labels; (6) define consumer-related terms; (7) create a classroom newsletter to reflect consumer knowledge; (8) recognize the importance of correctly interpreting information in advertising; (9) recognize and explain different appeals used in advertising; (10) explain the difference between advertisements that use "puffing" and dishonest advertisements; and (11) explain the work of the Federal Trade Commission, identifying two laws controlling advertising. For each stated objective, there are activities involving the clipping of display and classified advertisements for question answering, story writing, label analysis, interviewing, and student advertisement writing. (LH)

**ED 246 003** SO 015 796

Hodgin, Robert F. Rice, William V.

An Experimental Test for the Impact of the 'Give and Take' Economics Series along Cognitive and Affective Dimensions.

Spons Agency—Joint Council on Economic Education, New York, N.Y.

Pub Date—Aug 84

Note—29p.; Revised version of paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 21-24, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)—Tests/Questionnaires (160)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Course Evaluation, Curriculum Evaluation, \*Economics Education, Educational Research, Ethnicity, Grade 8, Junior High Schools, Program Evaluation, Religious Factors, Sex Differences, \*Student Attitudes, Student Characteristics

Identifiers—\*Give and Take (Economics Series)

The "Give and Take" economic series, developed by the Joint Council on Economic Education for junior high school students, was found to have a positive and significant impact on learning and attitudes. Three eighth grade classes from Texas City, Texas, participated in the study. One class received instruction using the "Give and Take" series; a second class received conventional instruction in economics; the third class received no economics instruction. The test from the "Give and Take" series was used to assess cognitive impact; an attitude instrument was also administered. Pre- and posttest results were compared. Data concerning student sex, religion, and ethnicity were collected. Both the

"Give and Take" series and the conventional mode of instruction in economics were found to have a positive effect on cognitive achievement. However, the conventional mode of instruction had a negative impact on student attitudes while the "Give and Take" series improved student attitudes towards economics. Sex, ethnicity, and religion were found to significantly account for some of the variance in pre- and post-attitude scores. Appendices contain the attitude instrument and "seek-n-find" exercises in economics. (RM)

## SP

**ED 246 004** SP 024 201

Impacts. A Report on the Teacher Development Program.

Ohio State Dept. of Education, Columbus.

Pub Date—83

Note—36p.

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Adult Learning, Elementary School Teachers, Elementary Secondary Education, \*Experimental Programs, \*Faculty Development, Individual Development, \*Inservice Teacher Education, Instructional Materials, Secondary School Teachers, \*State Programs, \*Teacher Improvement, Teacher Participation, Teamwork

Identifiers—\*Ohio, \*Teacher Development Programs

The four year Teacher Development Program in Ohio features inservice programs which are based on adult learning styles; the learning is self-directed, experiential, job-related, problem centered, and individualized. Staff development activities encourage participants to be actively involved, allow flexibility and freedom of choice, use a variety of instructional formats appropriate to the learning objectives, and reflect actual conditions of educators. The programs are ongoing, have both long- and short-range goals, and are supported and encouraged through board of education policy and administrative leadership. Common to all is a climate for growth in the school that encourages personal and professional development. The 374 Teacher Development projects throughout the state are diverse, but several feature such common elements as: planning committees, needs assessment, experimental programs, staff development teams, teacher-led staff development, clinical supervision, video tapes, resource centers, inservice credits, small-group staff development, individual plans, building-level programs, and newsletters. Program coordinators' reports and statistical profiles of staff development activities are included in this report. (JD)

**ED 246 005** SP 024 353

Baker, Catherine A.

Toward a Rationale for a Supervisory Model of Instruction in Multicultural Student Populations or Swathings Won't Bite.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date—May 84

Note—28p.

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, Elementary Secondary Education, Ethnic Groups, Inservice Teacher Education, \*Low Income Groups, \*Minority Groups, \*Multicultural Education, Socioeconomic Background, \*Student Characteristics, \*Teacher Behavior, Teacher Characteristics, Teaching Methods

This monograph, intended for training teachers to deal with multicultural groups, focuses upon the realities of the counter-culture of lower socioeconomic group minority students. In a discussion of the rationale for a supervisory model of instruction for these students, it is noted that most of the severely isolated minority groups within the lower socioeconomic group live almost completely within a folk culture that is communal and oral. The program focuses on the ability of teachers to incorporate the strengths of an oral culture into instructional methods and the realization that reading and writing present grave difficulties for their students. To give a teacher with a middle-class orientation an idea of what to expect in the classroom behavior of these students, a list is provided of general characteristics of lower socioeconomic minority children. Suggestions are offered for the teacher on how to deal with

a group that appears to be strange or hostile. The content of a series of effective inservice programs for teachers of multicultural students is outlined. Appendixes include an observational checklist for a multicultural classroom and steps in supervision of a multicultural classroom. (JD)

**ED 246 006** SP 024 391

Educational Research Abstracts (1972-1981).

[Second Edition].

Korean Educational Development Inst., Seoul.

Pub Date—Oct 83

Note—178p.

Pub Type—Reference Materials—Bibliographies

(131)—Information Analyses (070)

**EDRS Price—MF01/PC08 Plus Postage.**

Descriptors—Annotated Bibliographies, Career Education, Curriculum Development, Early Childhood Education, Educational Administration, Educational Assessment, Educational History, Educational Philosophy, Educational Principles, Educational Psychology, \*Educational Research, Educational Sociology, Elementary Secondary Education, Environmental Education, Foreign Countries, Higher Education, Information Science, Learning Disabilities, Learning Processes, Mathematics Education, Physical Education, \*Research and Development, \*Research Reports, Science Education, Second Language Instruction, Teacher Education, Teaching Methods, Values Education, Vocational Education

Identifiers—\*Korea

This collection of abstracts describes 273 research reports selected among the research materials and publications produced by the Korean Educational Development Institute (KEDI) since its foundation in August 1972, through December 1981. Most of these reports are briefly summarized into the abstract form while some are presented in descriptive forms depending on the nature and the type of research undertaken. The abstracts are arranged by a system applicable to the expected automatization of the information retrieval system (computerization) of KEDI. Citations include descriptors, identifiers, and a classification number. A subject index lists titles of publications falling under 25 education-related topics. (JD)

**ED 246 007** SP 024 398

The Report of the Teacher Competency Examination Panel [and] Approval of the Teacher Entrance Examination Policy Recommendations.

Connecticut State Board of Education, Hartford.

Pub Date—[83]

Note—86p.; Best copy available.

Pub Type—Reports—Descriptive (141)—Legal/Legislative/Regulatory Materials (090)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—\*Admission Criteria, \*Education Majors, Elementary School Teachers, Graduation Requirements, Higher Education, Mathematics Achievement, Preservice Teacher Education, Quantitative Tests, Reading Tests, Schools of Education, Scores, Secondary School Teachers, \*Standardized Tests, State Boards of Education, \*State Standards, Test Construction, Writing Skills

Identifiers—\*Connecticut

On April 7, 1982, the Connecticut State Board of Education passed a resolution commending the work of the Professional Development Council and approving the recommendations contained in the report, "Recommendations for Ensuring Professional Competence." Pursuant to three recommendations from this report, an advisory committee was appointed to examine testing issues and make recommendations pertaining to competency examinations to be given prospective teachers upon entrance to and exit from teacher preparation programs. This report: (1) summarizes the progress made in implementing the entrance examination; (2) makes recommendations to the State Board of Education concerning the entrance examination; and (3) summarizes and presents a Connecticut State Department of Education staff and panel timetable of activities to investigate and implement certain recommendations. Appended to the report are 10 attachments including such items as: the survey on Connecticut Competency Examinations for Prospective Teachers; survey responses; and a position paper on proficiency testing. Included separately is the report presented to the State Board of Education concerning the advisory committees' policy recommendations. (JMK)

**ED 246 008**

SP 024 418

Karr-Kidwell, P. J.

**A Rationale and Bibliography for Classroom Management and Intervention Techniques.**

Pub Date—[83]

Note—11p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Modification, Behavior Problems, \*Classroom Techniques, \*Discipline, Elementary Secondary Education, \*Intervention, Student Behavior, Teacher Responsibility

This 51-item bibliography offers a selection of writings on issues and problems related to classroom management and discipline. Most citations concern works written between 1972-1983. Intervention techniques in dealing with deviant behavior are highlighted along with discipline and control in the classroom. Articles on methods of behavior modification are included in the citations. (JD)

ED 246 009

SP 024 424

Stambler, Moses

**Health Care and Social Services in the Peoples Republic of Poland.**

Pub Date—84

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Administrator Attitudes, Communism, \*Cultural Context, \*Delivery Systems, Foreign Countries, \*Government Role, \*Health Needs, Health Occupations, Health Personnel, \*Health Services, Medical Care Evaluation, Physician Patient Relationship, Primary Health Care, Public Facilities

Identifiers—\*Poland

Health care and social services in Poland are affected by the culture context of geography, demography, and culturally induced expansion in historical periods. Health and financing of health services are issues with significant political ramifications and, despite egalitarian ideology, there is differential access to care and services. The organization and administration of health care and services includes centralization of policy and financing, as well as regionalization of services. Private health care co-exists with the public sector. Health care data on Poland, as well as problems of health and nutrition, are discussed in this report. Also discussed are issues of health care, including meeting basic needs, maldistribution, physician imbalance, and operational and supply problems. (Author/JD)

ED 246 010

SP 024 439

Janis, Laura

**Annotated Bibliography on Minority Women in Athletics.**

Equality Center, Washington, DC.

Pub Date—Apr 84

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Athletes, \*Black Achievement, Black Colleges, \*Blacks, Minority Groups, Racial Discrimination, Sex Discrimination, \*Social Attitudes, Socialization, \*Womens Athletics

The 21 papers and articles annotated for this bibliography are on the topics of: (1) participation of minority women in the Association of Intercollegiate Athletics for Women (AIAW) member institutions; (2) Title IX effects on intercollegiate athletics for minority women; (3) the first "Black Women in Sport Workshop"; (4) black women in sports at the "Big Ten" universities; (5) black women in golf; (6) problems facing female athletes at historically black colleges; (7) black women roller derby and roller game stars; (8) the attitude of black society toward female athletes; (9) the status of health and physical education for women in black colleges; (10) the attitude of black professional women athletes toward their role in society; (11) obstacles facing the black woman athlete; (12) a history of black female athletes; (13) attitudes of black women toward athletics; (14) socialization and education of young black girls; (15) participation of black women in Olympic track competition; (16) sex discrimination in high school sports; (17) issues involving women in intramural programs; (18) achievements of black women athletes in professional sports; (19) bibliographic citations specific to black women in sports; (20) the career of Dorothy Richey, first woman appointed director of athletics at a coeducational college; and

(21) recruiting black women athletes. (JD)

ED 246 011

SP 024 473

Gifford, Bernard R.

**The Good School of Education: Linking Knowledge, Teaching and Learning. A Report Prepared for the Education Review Committee, University of California Systemwide Administration. Revised.**

California Univ., Berkeley. Graduate School of Education.

Pub Date—30 Mar 84

Note—112p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Change Strategies, \*Educational Administration, \*Educational Change, \*Educational Objectives, \*Educational Policy, \*Graduate Study, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Program Development, \*Schools of Education, Teacher Education Programs

Identifiers—\*University of California, University of California Berkeley

The University of California, its campuses, and their individual schools and departments of education have substantial responsibilities for providing research, training, service, and leadership in the field of education. The responsibilities of the units differ. As yet, however, none is fully meeting its obligations to improve education. Part I of this report describes missions it is believed the University of California's schools of education should pursue, including: (1) professional training (teacher education and advanced professional training); (2) advancement of knowledge and training of scholars; (3) service to the field and coordination with institutions; and (4) advocacy of the improvement of education. Also discussed in part I are the changes the University and the campus administrations must make for the University to assume leadership in the reform of public education. Part II of this report describes what the missions of the School of Education at Berkeley should be, their current efforts and plans, and the additional resources and other changes that must be obtained if the university is to achieve its objectives. References, tables, and reviews of school of education faculty personnel are appended. (JMK)

ED 246 012

SP 024 474

Lowery, Lawrence F. Marshall, Hermine H.

**Learning about Instruction: Teacher-Initiated Verbal Directions and Eliciting Questions. A Personal Workshop.**

California Univ., Berkeley. School of Education.

Pub Date—80

Note—75p.; This document is part of the Learning About...Series.

Available from—Educational Research and Applications Program, 4651 Tolman Hall, University of California, Berkeley, CA 94720 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Discovery Learning, Elementary School Teachers, Elementary Secondary Education, Independent Study, \*Inquiry, Learning Strategies, Programmed Instructional Materials, \*Questioning Techniques, Secondary School Teachers, \*Student Reaction, Student Teacher Relationship, Teacher Education, \*Teacher Response, \*Teaching Methods

This set of materials is designed to enhance the effectiveness of teachers' uses of structuring statements and questioning strategies. The material is presented as a series of self-directed workshops focusing on teacher-initiated verbal directions and questioning strategies and how these can be used strategically to enhance students' thinking. Topics of the workshops are: (1) defining types of teacher-initiated structuring statements and questions; (2) identifying types of written statements and questions; (3) making a profile of scored statements and questions; (4) classifying statements and questions from an audiotape (2 parts); (5) classifying questions from an audiotape (2 parts); (6) assessing statement or questioning strategies; (7) matching strategies to instructional profiles; (8) matching goals to questions; (9) classifying statements or questions using your own audio- or video-tape; (10) sequencing questions strategically; (11) using statements and questions strategically; (12) matching types of statements and questions to learning processes; (13) practicing statement and questioning strategies;

(14) identifying types of student responses to statements and questions; (15) classifying student responses from transcripts; and (16) analyzing the length of student responses to teacher questions. A review of research on the use of questions in instruction is included as well as a bibliography and questioning strategies assessment sheets. (JD)

ED 246 013

SP 024 475

Tishler, J. Ward

**A Wellness Program for University Faculty and Staff.**

Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aerobics, Cardiovascular System, \*College Faculty, \*Exercise, Health Education, Higher Education, Nutrition, \*Physical Fitness, Physical Health, \*Program Effectiveness, Self Actualization, \*Stress Management

A program designed to provide physical fitness, assessment, prescription, and training was developed in a university setting. In addition, health education was provided to participants concerning nutrition and stress management. A study sought to determine whether the health of professionals enrolled in the program could be significantly improved. Subjects were 11 males and 13 females from the faculty and staff of the University of Montevallo (Alabama). A pre-test post-test determined if positive changes occurred from selected physiological variables through a systematic, individualized, health fitness program. The subjects participated in the program 3 days a week for 28 weeks, and exercise sessions consisted of warm-up, slow sustained stretching, bent-knee curl-ups and sit-ups, modified push-ups, and standard push-ups. Aerobic activities offered were swimming, walking, running, cycling, and aerobic dance. Results demonstrated that a successful health fitness program producing positive results can be designed and administered in group settings where sophisticated equipment is not available. (JD)

ED 246 014

SP 024 777

Echelberger, Herbert E. Comp. And Others

**Recreation Research Publications. Bibliography 1961-1982.**

Forest Service (DOA), Washington, D.C.

Pub Date—Jan 83

Note—98p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Conference Proceedings, Conservation (Environment), Ecological Factors, Forestry, \*Natural Resources, Outdoor Activities, \*Recreational Activities, \*Recreational Facilities, Recreationists, \*Research Reports, Use Studies, \*Wildlife Management

This bibliography identifies, by author and subject matter, recreational research publications, by Forest Service scientists, that have been published from 1961 through 1982. Publications are classified under six major topic areas: (1) management of areas and facilities (including such topics as wilderness/backcountry resources and use of facilities); (2) management for recreation activities and experiences (including camping, hunting, hiking, winter activities, and water activities); (3) management and users (including trends research and market surveys, levels of use, user descriptions, visitor safety, and administration); (4) resource protection and rehabilitation (including timber management, impact of recreationists on resources, and site rehabilitation); (5) management planning and research (including impact analyses, policy questions, public involvement, developed recreational opportunities, and recreation research methodology); and (6) source documents (conference or symposium proceedings, other bibliographies, and texts or books written or edited by Forest Service authors). (JD)

ED 246 015

SP 024 780

Daniels, Roberta R. And Others

**Emotional Energy among College Football Players.**

Pub Date—[80]

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Anxiety, \*Athletes, Emotional Response, Enrollment, \*Football, Higher Education, Psychological Needs, Student Attitudes, \*Undergraduate Students

Emotional energy levels of football players from a Division I college (large enrollment) and a Division II college (small enrollment) were assessed. The 20-item State-Trait Anxiety Inventory (STAI) was used to measure varsity football players' emotional energy (anxiety) level. The 25 Division I and 36 Division II athletes were initially tested 96 hours prior to participation in a varsity football contest and retested 24 hours prior to that same contest. Results revealed there was a significant difference between the football players of the two division schools regarding their emotional energy levels. Division I athletes showed a significantly higher emotional energy level on both assessments than did the Division II athletes. It is suggested that STAI test results might be reviewed by the coaching staff and the athlete to ascertain whether the emotional energy level needs to be enhanced ("psyched up") or lowered ("psyched down") before a particular contest in order to achieve the optimum performance level of each athlete. (Author/JD)

ED 246 016 SP 024 782

Myers, David C. And Others

Validation of the Military Entrance Physical Strength Capacity Test. Technical Report 610. Advanced Research Resources Organization, Bethesda, Md.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va. Report No.—ARI-TR-610

Pub Date—Jan 84

Contract—MDA-903-82-C-0140

Note—194p.

Pub Type—Tests/Questionnaires (160) — Reports — Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Armed Forces, Criterion Referenced Tests, Job Performance, \*Military Personnel, Motor Reactions, \*Muscular Strength, \*Performance Tests, \*Physical Fitness, \*Test Validity

Identifiers—\*Army

A battery of physical ability tests was validated using a predictive, criterion-related strategy. The battery was given to 1,003 female soldiers and 980 male soldiers before they had begun Army Basic Training. Criterion measures which represented physical competency in Basic Training (physical proficiency tests, sick call, profiles, and separation data) as well as on the job (lifting, carrying, pushing, pulling activities) were correlated with the soldiers' scores on the physical ability tests. The performance measures (criterion performance tasks) were designed to evaluate proficiency in the performance of tasks determined to be important in physically demanding Army jobs (Lift, Carry, Push and Torque). The criterion performance tasks were administered to the 951 soldiers who had completed Advanced Individual Training (AIT). Results indicated that test validity was high ( $R=.84$ ). The Lift to 60 inches exercise accounted for 67 percent of the variance in criterion performance, while Lean Body Mass (LBM) and the Upright Pull test accounted for an additional 3 percent and 1 percent respectively. The fairness analysis showed that there were nonsignificant slope differences and only slight intercept differences which suggested minimal overprediction for women. (Author/JD)

ED 246 017 SP 024 795

Marklund, Inger, Ed. Hanse, Mona-Britt, Ed.

Vertical Integration at Junior and Intermediate Levels. School Research Newsletter.

National Swedish Board of Education, Stockholm.

Pub Date—Apr 84

Note—15p.

Journal Cit—School Research Newsletter; 1984:4 Apr 1984

Pub Type—Information Analyses (070) — Reports — Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Design, Foreign Countries, Grouping (Instructional Purposes), \*Instructional Program Divisions, Intermediate Grades, Junior High Schools, Teacher Attitudes, \*Vertical Organization

Identifiers—\*Sweden

In recent years, there has been a rapid growth of interest in Sweden in vertically integrated classes in compulsory schools, especially at junior high school

and intermediate grade levels. This development is supported in various ways by the curriculum, partly because it puts more emphasis than previous curricula on the occurrence of teaching situations involving children at different ages. In addition, the time schedules contained in the curriculum and its syllabi for various teaching subjects now refer to levels of schooling instead of particular grades. This report presents discussions on: (1) why so many teachers prefer classes including children from several grades; (2) what educational benefits teachers anticipate; (3) the limitations involved in vertical integration; (4) what different working procedures are involved in these classes; and (5) how children's cognitive and social development will be affected. (JD)

ED 246 018 SP 024 856

Tmej, K., Ed. Petracek, S., Ed.

Personality of Teacher in Advanced Socialist Society. Collection of Papers from the Conference of Educationalists of Socialist Countries (3rd, Warsaw, Poland, June 1977).

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

Pub Date—83

Note—307p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Communism, Elementary Secondary Education, Foreign Countries, Higher Education, Marxism, School Role, \*Socialism, \*Social Values, \*Teacher Education, Teacher Influence, \*Teacher Role

Identifiers—Cuba, Czechoslovakia, East Germany, Hungary, Leninism, Mongolia, Rumania

A need for concerted efforts in devising a more profound socialist education for the younger generation, and a strengthening of ideological ties joining the socialist nations was revealed in conference papers on: (1) the conference's significance (K. Tmej); (2) inaugural address (J. Kuberski); (3) Marxism-Leninism on the task of schools and teachers in building-up communism (M. I. Kondakov); (4) the teacher's role in forming a socialist set of values for children and youth (J. Wolczyk); (5) the teacher's role in the communist education of school children in the German Democratic Republic (G. Neuner); (6) the teacher's task and preparation in the period of building-up socialism in Cuba (M. F. Aranjó); (7) the teacher's work and training in the Hungarian People's Republic (S. Miklosvari); (8) the training of teacher cadres in the period of building-up a mature socialist society (Z. Atanasov); (9) the teacher as the most important factor in educating a new man (N. van Le); (10) the training and further education of educational personnel in the Rumanian Socialist Republic (V. Radulian); (11) theoretical problems of teachers' and educational personnel's lifelong education (K. Cepicka); and (12) Mongolian teachers' struggles to educate man (B. Davaasuren). Short presentations were made on: (1) the school and the teacher's task in personality forming in an advanced socialist society (O. Balaz); (2) forms and methods of training and of further education of educational personnel in an advanced socialist society (J. Jelenick); (3) education towards the teachers' scientific world outlook in the spirit of Marxist-Leninist ideology (J. Matejick); (4) problems of teachers' further education in Czechoslovakia (K. Tmej); (5) the functional unity of the ideological-political, educational, and professional components in the training and further education of teachers of vocational and practical subjects (M. Klimova); (6) the teacher as educator (M. Hargas); (7) the problems of methodology and methods of research on questions of teacher education in Czechoslovakia (O. Franc); and (8) the personality of the teacher and the profile of graduates trained to teach at the first stage of basic schools in Czechoslovakia (M. Korinek). (CJB)

ED 246 019 SP 024 857

Yenchko, Anne DeBeal, Marshall Kirk

An Innovative Approach to Discipline and Management.

Pub Date—Mar 83

Note—9p.; Paper presented at the Annual Convention of the American Personnel & Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, \*Classroom Com-

munication, \*Classroom Techniques, \*Discipline Problems, Elementary Secondary Education, Inservice Teacher Education, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, \*Teaching Styles, Values Clarification

The Effective Classroom Management and Discipline Strategies Graduate Program for Educators is organized around a series of core modules designed for use in inservice teacher education. The basic skills learned in these series of modules are communication (feedback, nonverbal, listening, self disclosure, problem solving, and conflict resolution), class meetings, accountability strategies, stress management, and role playing. All of the core modules contain a values clarification exercise enabling teachers to identify their individual starting place with these skills. A critical component of the values module is a Discipline Inventory, which helps teachers to identify their main interactional style with children. This inventory presents an orientation from which to work in developing skills for learning other styles. These basic skills are designed to be preventative management strategies for elimination of possible sources of conflict and dissension in the classroom. The second series of modules is organized under different teaching styles which may be oriented toward curriculum, interaction, or intervention. (JD)

ED 246 020 SP 024 864

Webb, Rodman B. And Others

The Basic Skills Instructional System: A Manual for Improving the Reading and Language Arts Skills of Low Achieving Students.

Florida Educational Research and Development Council, Inc., Sanibel.

Pub Date—83

Note—43p.

Available from—Florida Educational Research and Development Council, P. O. Box 506, Sanibel, FL 33957 (\$3.00; quantity discounts available).

Journal Cit—Florida Educational Research and Development Council, Inc. Research Bulletin; v17 n2 Fall 1983

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Basic Skills, Elementary Secondary Education, Homework, \*Instructional Development, \*Language Arts, Lesson Plans, Low Achievement, \*Reading Instruction, Research Utilization, Teacher Behavior, Teacher Effectiveness, Teacher Role, \*Teaching Methods

Identifiers—Seawork

This manual presents a program of instruction, the Basic Skills Instructional System, which coordinates a number of teaching strategies into a single instructional system. Section 1 describes the organizational phase of the system: (1) teacher expectation; (2) resistance from low achieving students; (3) avoiding confrontations; (4) management of class time; and (5) effective teaching behaviors. In the second section, the development phase of instruction is described. During this phase, new concepts or basic skills are introduced to the class. Ways in which materials are presented to ensure that all students achieve a basic understanding of what is expected of them are outlined. Section 3 is devoted to a description of the seatwork phase of instruction; the aim of this phase is to consolidate learning and to increase students' proficiency in a specific, narrow area. The fourth section provides a description of effective practices in planning, assigning, and evaluating homework. In the final section, effective techniques are outlined for reviewing critical materials so that students can retain knowledge and consolidate learned skills. (JD)

ED 246 021 SP 024 888

Egbert, Robert L., Ed. Kluender, Mary M., Ed.

Using Research to Improve Teacher Education: The Nebraska Consortium Teacher Education Monograph No. 1.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC; Nebraska Univ., Lincoln.

Teachers Coll.

Report No.—ISBN-0-89333-031-0

Pub Date—Mar 84

Contract—400-83-0022

Note—185p.; For individual papers, see SP 024

889-899.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Wash-



ington, DC 20036 (\$6.50).

**Pub Type—Reports—Descriptive (141)—Information Analyses—ERIC Information Analysis Products (071)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Classroom Research, Classroom Techniques, Decision Making Skills, \*Educational Research, Elementary Secondary Education, Inservice Teacher Education, Peer Teaching, Planning, Preservice Teacher Education, Program Development, \*Research Utilization, \*School Effectiveness, Student Teacher Relationship, \*Teacher Effectiveness, Teacher Role, Teaching Models**

**Identifiers—\*Research Practice Relationship**

Although the research base on teaching, learning, and effective schools has expanded, the results of that research have been implemented only to a limited degree, either in the classroom or in the training of teachers. One of the accusations that have frequently been made against teacher education is that it does not use a theoretical, research-based body of knowledge in its training programs, thus perpetuating the practice of teaching as a craft rather than as a profession. In June 1983, the 15 Nebraska institutions of higher education with teacher education programs formed the Nebraska Consortium for the Improvement of Teacher Education, with the goal of improving teacher education by facilitating the introduction of research findings into their programs. As a first major activity, the Consortium decided to hold a workshop on the utilization of research on teaching and learning in teacher education programs. The University of Nebraska-Lincoln agreed to organize and manage the workshop; each of the 15 institutions agreed to establish a team which would attend the workshop and develop a plan of action based on the workshop sessions. This monograph's 11 papers are drawn from that workshop, held in Lincoln, Nebraska in November 1983. (JMK)

**ED 246 022**

**SP 024 889**

**Egbert, Robert L.**

**The Role of Research in Teacher Education.**

**Pub Date—Mar 84**

**Note—14p.** In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p9-21.

**Pub Type—Opinion Papers (120)—Reports—Descriptive (141)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Classroom Techniques, \*Educational Research, Higher Education, \*Instructional Innovation, \*Preservice Teacher Education, Program Improvement, \*Research Utilization, Teacher Attitudes, \*Teacher Education Curriculum, \*Teacher Education Programs, Teacher Effectiveness**

The personal and cumulative experiential knowledge of the education profession has been valued out of proportion to that which could be contributed by research. A comparison of education with agriculture provides a contrast showing the potential importance of the use of research in teacher education. Educational research is not as well developed as agricultural research; mechanisms for transforming research into usable process and products are not as advanced; and there is insufficient commitment to the importance of research information to ensure funding for research and development activities. Teacher educators should include research information in all three training program components: general studies, the major field or the content that is taught, and the professional education sequence. Eight areas of research important to the teaching profession are: (1) history and philosophy of education; (2) teacher recruitment and selection; (3) effective schools; (4) policy studies; (5) child characteristics and development; (6) instruction, classroom management, learning environment; (7) how children learn; and (8) instruction in specific subject areas. (JD)

**ED 246 023**

**SP 024 890**

**Fenstermacher, Gary D**

**On Getting from Here (Research) to There (Practice).**

**Pub Date—Mar 84**

**Note—7p.** In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Monograph No. 1. (SP 024 888), p22-27.

**Pub Type—Opinion Papers (120)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—\*Adoption (Ideas), Behavior Change, Educational Research, Elementary School Teachers, Elementary Secondary Education, \*Research Utilization, Secondary School Teachers, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Improvement**

**Identifiers—\*Research Practice Relationship**

There is no easy way to get from research on teaching to teaching practice; moreover, trying to make teaching practices directly out of research can have destructive effects for teaching. Research can be extremely beneficial when results are linked with teachers' goals, and when teachers are aware that a specific occasion is appropriate for realization of the goal. This awareness enables them to engage in actions appropriate to fulfilling the goal. Research results can be brought to bear on teaching practices through careful, considered incorporation into the practical arguments in the minds of teachers. If research is presented to teachers in a manner that shows regard for their prior beliefs and experience, teachers will be encouraged to consider the research and its impact on practice. (CJB)

**ED 246 024**

**SP 024 891**

**Santmyre, Toni E. Friesen, Patricia A.**

**A Developmental Analysis of Research on Effective Teacher-Student Interactions: Implications for Teacher Preparation.**

**Pub Date—Mar 84**

**Note—28p.** In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p28-53.

**Pub Type—Information Analyses (070)**

**EDRS Price—MF01/PC02 Plus Postage.**

**Descriptors—\*Classroom Environment, Classroom Techniques, Cognitive Processes, Developmental Psychology, \*Developmental Stages, Elementary Secondary Education, Individual Differences, \*Student Characteristics, \*Student Teacher Relationship, Teacher Behavior, Teacher Education, \*Teacher Effectiveness, \*Teacher Role**

Research evidence indicates that one important variable in learning or development is the degree of match between relevant learner and environment characteristics. It has been argued that, to provide learning environments that would match student characteristics, teachers should be able to understand and identify the relevant characteristics of students and of the learning environment and then learn to provide an environment to match student characteristics in ways that would promote desired behavior. There is a need to understand the nature of the differences between what children or adolescents will respond to in the environment. Such understanding has been enhanced by recent research and theory in developmental psychology. A good description has been provided of the nature of important changes that occur during the school years and how these changes relate to some salient characteristics of children's and adolescents' perceptions of and responses to various aspects of their environment. A synthesis is presented of research findings on developmental stages (late pre-operational thought, early concrete operations, late concrete operations, early formal operations, late formal operations) and teacher effectiveness. Implications for the content of teacher education programs are discussed. (JD)

**ED 246 025**

**SP 024 892**

**Walter, L. James**

**A Synthesis of Research Findings on Teacher Planning and Decision Making.**

**Pub Date—Mar 84**

**Note—11p.** In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p54-63.

**Pub Type—Information Analyses (070)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Class Activities, Classroom Research, Classroom Techniques, Course Content, Curriculum Development, \*Decision Making, Elementary School Teachers, Elementary Secondary Education, Instructional Materials, \*Lesson Plans, Participative Decision Making, \*Planning, Secondary School Teachers, Student Evaluation, Student Needs, Student Teacher Relationship, \*Teacher Attitudes, Teacher Education**

Several generalizations are made from a review of

research findings on teachers' instructional planning methods. Teachers do not, as a rule, follow the advocated model of identifying student outcomes before considering activities or means of instruction. Rather, they focus on content to be taught and the activities in which they will engage the students. Teachers plan these elements around an instructional task. Tasks serve as mental images or scripts which are conceptualized in an abbreviated fashion, which helps to reduce the information processing load of teachers. Once teachers begin lessons for groups of students, they are reluctant to change those lessons, even when instruction and learning are progressing poorly. During interactive teaching, teachers' primary concerns focus on maintaining a flow of activities. There is evidence that teachers work to make the classroom activities very predictable, thus reducing the complexity of the classroom. Maintaining order in the classroom is a major concern of teachers while making decisions both before they teach and while they are interacting with students. Teacher educators need to be aware of the validity of the decision making practices of experienced teachers. Theoretical models can be presented to preservice teachers, but a more balanced view of teacher planning and decision making should be presented. (JD)

**ED 246 026**

**SP 024 893**

**Vasa, Stanley F.**

**Classroom Management: A Selected Review of the Literature.**

**Pub Date—Mar 84**

**Note—12p.** In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p64-74.

**Pub Type—Information Analyses (070)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—\*Class Activities, Classroom Research, \*Classroom Techniques, \*Discipline, Elementary School Teachers, Elementary Secondary Education, \*Planning, Preservice Teacher Education, Secondary School Teachers, Student Behavior, Student Teacher Relationship, Teacher Behavior, \*Teacher Effectiveness, \*Teaching Styles**

Classroom management factors relating to group management of students and cooperation between the student and the teacher are discussed. The definition of classroom management is limited in this discussion to those managerial behaviors related to maintenance of on-task student behaviors and the reduction of off-task or disruptive behaviors. Classroom management is viewed from the perspectives of preparation for the school year, in-class activities, and teacher monitoring behaviors. Specific teacher behaviors and techniques are discussed within each of these categories. Recent research concerning classroom management by Jacob Kounin (1970) and Anderson, Everston, and Emmer (1979) forms the basis for most of the discussion. Four alternative classroom management models (Redl's Model (1959), Canter's Assertive Discipline Model (1976), Dreikurs' Model (1980), Glasser's Model (1969)) are briefly described and implications for teacher education are discussed. (JD)

**ED 246 027**

**SP 024 894**

**Bruning, Roger H.**

**Key Elements of Effective Teaching in the Direct Teaching Model.**

**Pub Date—Mar 84**

**Note—15p.** In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p75-88.

**Pub Type—Information Analyses (070)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Class Activities, Classroom Research, \*Classroom Techniques, Discipline, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, Student Teacher Relationship, Teacher Attitudes, Teacher Characteristics, \*Teacher Effectiveness, \*Teaching Methods, \*Teaching Styles**

**Identifiers—\*Direct Teaching Model**

Summaries and outlines are presented of key elements in effective teaching identified in research studies by Kounin (1970), Brophy (1973), Brophy and Everston (1976), Stallings (1974; 1975), Berliner (1979), and Good and Grouws (1979). These elements are synthesized in a direct teaching model that delineates the characteristics of effective teaching.

ers: (1) personal responsibility for their classrooms; (2) realistic attitudes toward students; (3) classrooms that are smoothly and almost automatically run; (4) "withitness" (ability to deter disruptive behavior); (5) appropriate seatwork assignments; (6) homework assignments; (7) clearly defined classroom rules; (8) instruction paced according to student background and ability; and (9) praise for students during teacher-initiated contacts. (JD)

ED 246 028

SP 024 895

Egbert, Robert L. Kluender, Mary M.  
Time as an Element of School Success.

Pub Date—Mar 84

Note—20p; In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p89-107.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Classroom

Observation Techniques, Classroom Research, Elementary Secondary Education, Program Length, Research Utilization, \*School Administration, Student Behavior, Teacher Education, \*Time Factors (Learning), \*Time Management, \*Time on Task

An overview of research studies on the relationship among time factors and student achievement is presented. The California Beginning Teacher Evaluation Study is cited as a seminal work in this area. A brief summary of findings on allocated time, engaged time, and academic learning time includes a discussion on how these studies have been expanded and refined by further studies. A discussion on how the "time for learning" concept has become a mechanism for studying other dimensions of the educational experience refers to studies on collective bargaining, bilingual education, mainstreaming, high and low achievement, minority and disadvantaged groups, nontraditional settings, and reading instruction. An analysis is presented of the problems and difficulties associated with observation as a research methodology in studying academic learning time. Implications for teaching are considered and some recommendations are made on ways in which the time-on-task concept can be used for the improvement of education. The concluding discussion offers suggestions on how time-on-task research can be integrated with other forms of research in teacher education programs. (JD)

ED 246 029

SP 024 896

Kilgore, Alvah M.  
Models of Teaching and Teacher Education.

Pub Date—Mar 84

Note—20p; In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p108-26.

Pub Type—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Advance Organizers, \*Behavior Modification, Concept Formation, \*Concept Teaching, Elementary Secondary Education, Higher Education, \*Induction, Learning Processes, Research Utilization, \*Self Control, Teacher Education, Teacher Role, Teaching Methods, \*Teaching Models

A teaching model is a distinct set of ordered steps or phases created to achieve certain outcomes. These outcomes are different for different models, although some similarities exist among certain models, thus permitting the formation of model "clusters." These clusters or families include the information processing family, personal family, social interaction family, and the behavioral family. Several models of teaching have been more heavily researched than others. Five of these models include: (1) Advance Organizer Model, developed by David Ausubel (1963); (2) Inductive Thinking Model, developed by Taba (1966); (3) Concept Attainment Model, developed by Bruner (1966); (4) Contingency Management Model, based on work by B. F. Skinner (1953); and (5) Self-Control Model, also based on the work of B. F. Skinner (1953). Each of these five models is described and an indication of its probable impact is discussed. Also discussed is each teaching model's relationship to a teacher education program. (JMK)

ED 246 030

SP 024 897

Stallings, Jane A.

# Implications from the Research on Teaching for Teacher Preparation.

Pub Date—Mar 84

Note—20p; In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p127-45.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Class Organization, Classroom Techniques, \*Curriculum Development, \*Educational Research, Higher Education, \*Preservice Teacher Education, \*Research Utilization, School Effectiveness, \*Teacher Education Programs, \*Teacher Effectiveness, Teaching Methods

Identifiers—Collaborative Research

Effective teaching was the focus of a great deal of research during the 1970s. Many relationships between how teachers teach and what students learn were identified. Findings emerged from studies using a wide variety of methodologies. Thus far, findings from the research on teaching have been used primarily to improve the instruction of inservice teachers. However, the spotlight for educational improvement in the 1980s is on preservice teacher education. The 1982 Conference on Research on Teaching, upon which this paper is based, produced a synthesis of salient research findings from schools and classrooms. This paper considers the implications of the research on teaching to the curriculum and instruction of preservice teacher education. The effective school findings are considered first, followed by the descriptive and statistical findings on classroom organization and management, instruction, and teacher expectations. A section on collaborative research describes a process rather than findings per se. Included in each section are suggestions of how these research findings might be incorporated into preservice programs. The final section discusses some of the problems and challenges confronting those who are responsible for preparing new teachers. (JMK)

ED 246 031

SP 024 898

Billups, Lovely H.

The American Federation of Teachers Educational Research and Dissemination Program.

Pub Date—Mar 84

Note—10p; In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p146-54.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Educational Research, Elementary School Teachers, Elementary Secondary Education, Inservice Teacher Education, \*Peer Teaching, Preservice Teacher Education, \*Program Development, \*Research Utilization, School Cadres, Secondary School Teachers, \*Teacher Effectiveness

Identifiers—\*American Federation of Teachers, \*Research Practice Relationship

Convinced that the results of educational research generated over the past two decades could be of practical value to teachers, the American Federation of Teachers (AFT) decided that the union could develop a dissemination mechanism designed to bridge the gap between research and practice. The National Institute of Education funded an AFT proposal to pilot this process, and a two-year program was launched in January 1981. The project staff, after talking to teachers about their concerns, decided to focus the project on research findings related to classroom management and effective teaching. Programs were developed and implemented in New York City, San Francisco, and the District of Columbia. Each program site had a local site coordinator, and 53 teachers served overall as TRLs (Teacher Research Linkers). In the pilot program, TRLs met with AFT program staff in training sessions held about once every three-and-one-half weeks. At these sessions, "translated" research studies were reviewed, and between each session, TRLs were required to implement some of the teaching strategies suggested by the research into their classrooms. TRLs shared this information with other teachers. Implications for teacher training using a method such as this are discussed. (JMK)

ED 246 032

SP 024 899

Sikorski, Linda Ewy, Robert  
A Regional Laboratory Works with Schools.

Pub Date—Mar 84

Note—8p; In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p155-61.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Educational Research, Elementary School Teachers, Elementary Secondary Education, \*Inservice Teacher Education, Peer Teaching, Program Design, \*Program Development, Research and Development Centers, \*Research Utilization, \*School Effectiveness, Secondary School Teachers, Teacher Effectiveness

Identifiers—\*Mid Continent Regional Educational Laboratory MO, Research Practice Relationship

The mission of the Mid-continental Regional Educational Laboratory (McREL) is to improve practice and increase academic performance in the schools of the seven-state mountain-plains region. McREL's principal approach to the dissemination and utilization of the effective schools research has been training teachers to use research. Based on the effective schools research, McREL has established an Effective Schools Program (ESP) that aims at providing participants with knowledge and skills to implement research-based practices, with the ultimate goal of increased school efficiency and increased student achievement. The training that educators receive through ESP emphasizes data collection about current practices, training, and coaching in the use of new practices, and feedback for monitoring and guiding progress. The program is designed to meet school or district improvement needs, to develop a pool of on-site training material, and to give participants the skills to train their colleagues and other staff members. School districts participating in ESP follow a five-part process: (1) orientation; (2) logistical planning; (3) assessment and training; (4) improvement planning; and (5) follow-up. Each step of the process is discussed as is the program's evaluation design. (JMK)

ED 246 033

SP 024 909

Study of the Availability of Teachers for Texas Public Schools. Staff Report to the State Board of Education, February 10, 1984. Revised.

Texas Education Agency, Austin.

Report No.—TEA-GE443001

Pub Date—Apr 84

Note—81p.

Available from—Publications Distribution Office, Texas Education Agency, 201 East Eleventh St., Austin, TX 78701 (\$2.00, supply limited).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Educational History, \*Elementary School Teachers, Employment Patterns, Enrollment Trends, Futures (of Society), Inservice Teacher Education, Preservice Teacher Education, \*Schools of Education, \*Secondary School Teachers, \*State Norms, \*Teacher Employment, Teacher Recruitment, \*Teacher Supply and Demand

Identifiers—\*Texas

The Texas Education Agency completed its first study of the "Availability of Teachers for Texas Public Schools" in November 1982. That report contained an analysis of data from a variety of sources and concerned past staffing practices and the current and future status of teacher supply and demand. This study builds on the November 1982 Teacher Availability Report by updating that information. This study is divided into four focused investigations including: (1) current and historic staffing practices as reflected through analysis of available data in the Texas Education Agency for school years 1979-80 through 1980-83; (2) current and projected status of teacher availability and related issues reported by school districts in a statewide survey; (3) current and projected status of teacher supply and related issues reported by teacher educators from 63 Texas teacher education institutions; and (4) short-term and long-range projections of teacher supply and demand. Appendices include: the Teacher Availability District Survey; a questionnaire for teacher education institutions; a copy of Senate Bill 50; and an abstract of proposed 19 TAC Chapter 75. Thirty tables and four figures are also included. (JMK)

ED 246 034

SP 024 911

Levin, James And Others

**Teachers' Perceptions of School Discipline: Their Impact on Staff Development Delivery.**

Pub Date—Apr 84

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Responsibility, \*Classroom Techniques, \*Discipline Policy, \*Discipline Problems, Faculty Development, Inservice Teacher Education, Junior High Schools, Middle Schools, Secondary School Teachers, \*Student Characteristics, Suburban Schools, \*Teacher Attitudes, Urban Schools

A questionnaire on attitudes toward discipline problems and classroom management strategies was submitted to 71 secondary school teachers. Thirty-eight of the respondents taught in a large inner-city junior high school composed of equal percentages of White, Black, and Hispanic students. The remaining 33 respondents taught in a small, suburban school in an affluent district with a predominantly white student population. The first section of the questionnaire dealt with classroom management techniques, characteristics of students viewed as discipline problems, and corrective measures employed in the schools. The second section asked for rank ordering in importance of the major causes of discipline problems, the most frequently occurring problems, and ways to improve discipline. Results showed that a majority of the teachers agreed with over half of the statements presented in the first section, and that they were in solid agreement that discipline problems were greater in the inner-city school. When teachers ranked in order of importance the major causes of discipline problems, problem frequency, and ways to improve discipline, few rankings were found statistically different. Analysis of responses indicated that teachers recognize the need for competence in classroom management, feel a need for administrative support in handling problems, and are receptive to more training in classroom management. Several suggested guidelines for inservice planning are discussed. (JD)

ED 246 035

SP 024 912

Harris, Karen R. And Others

**Teacher Characteristics as Related to Five Dimensions of Teacher Stress, Sex and Age.**

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoritarianism, Classroom Techniques, Discipline, Elementary School Teachers, Elementary Secondary Education, Humanism, \*Locus of Control, \*Personality Traits, Secondary School Teachers, \*Self Concept, \*Stress Variables, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Characteristics

Identifiers—Teacher Stress

Research has indicated that teachers with a humanistic orientation have fewer problems with classroom discipline and are less subject to stress than are those with an authoritarian approach. An investigation of teacher stress focused upon teachers' personality, ideology, gender, age, locus of control, and pupil control orientation. Participants in the study were 130 elementary and secondary teachers school teachers. Teacher responses were obtained from the Pupil Control Ideology Form, Teacher Locus of Control Scale, and Teacher Occupational Stress Factor Questionnaire. Five factors frequently implicated in teacher stress were investigated: professional inadequacy, principal-teacher professional relationship, collegial relationships, group instruction, and job overload. It was hypothesized that authoritarian pupil control orientation would be related to high teacher stress and that internal locus of control would be related to low teacher stress. Findings indicated that an authoritarian pupil orientation was associated with high stress for four of the five stress factors. An external locus of control was associated with stress for three of the five factors, and male teachers tended to have a more authoritarian approach than female teachers. These results are discussed with recommendations for future research. (JD)

ED 246 036

SP 024 913

Lather, Patti

**Women's Studies as Counter-Hegemonic Work: The Case of Teacher Education.**

Pub Date—Apr 84

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, \*Change Strategies, Course Content, \*Curriculum Development, \*Feminism, Higher Education, Power Structure, Preservice Teacher Education, Program Content, Schools of Education, Sex Fairness, Social Action, \*Teacher Education Programs, \*Women's Studies

The intent of women's studies, the academic arm of the women's movement, is to create critical space where the debate over power and the production of knowledge can occur through the argument that the exclusion of women from the knowledge base brings into question that which has passed for wisdom. A survey was designed to provide a descriptive base for feminist curricular change efforts in teacher education, as well as to probe five areas regarding the political context within which feminist teacher educators are working: the visibility of sex equity as a curricular issue, administrative and peer response, student response, accreditation and certification standards, and the relationship of feminist teacher educators and women's studies. Survey data from teacher educators were triangulated with sex equity concerns, women's studies program directors, a textual analysis of course syllabi, and interview data to explore the counter-hegemonic possibilities and practices in teacher education. Noteworthy practices of top-ranked teacher education syllabi are outlined, and the experiences of feminist teacher educators are discussed and analyzed. A guide to current courses on gender in schools of education is appended. (JD)

ED 246 037

SP 024 914

Gee, Elsie W.

**Applying Effective Instruction Research Findings in Teacher Education: Six Influencing Factors.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-83-0003

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, \*Curriculum Development, Elementary School Teachers, Higher Education, Preservice Teacher Education, Program Development, Research and Development, \*Research Utilization, \*Student Teaching, \*Teacher Education Programs, \*Teacher Effectiveness, Teaching Methods

Identifiers—ARTE RUETE Study

This preliminary report provides an overview of the Applying Research to Teacher Education (ARTE) Research Utilization in Elementary Teacher Education (RUETE) study which began in 1982 and will continue through 1985. ARTE: RUETE explores specific processes for incorporating recent research findings of effective instruction into preservice curriculum content in preparation for and during student teaching. This paper is organized to provide an overview of the purpose, rationale, and methodology of the study as well as a brief summary of one of the major activities, developing research/intervention plans at three study sites. Six factors that may explain how the process of applying effective teaching research to teacher education programs begins, what stages it passes through, and where it ends up are presented. (JMK)

ED 246 038

SP 024 915

Oja, Sharon Nodie

**Developmental Stage Characteristics of Teachers Participating in a Collaborative Action Research Project.**

Pub Date—Apr 84

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

ing of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Action Research, \*Developmental Stages, \*Group Dynamics, Interpersonal Competence, Junior High Schools, \*Maturity (Individuals), Personality Traits, \*Secondary School Teachers, \*Teacher Attitudes, \*Teacher Characteristics, Teamwork

An investigation was made of the relationships among teachers' stages of development; their perceptions of school and classroom problems; and their reasons for participating in a collaborative action research project. On the basis of observations, logs, interviews, and introductory questionnaire data, life age/cycle profiles of each of 10 middle and junior high school teachers were constructed. Each teacher completed questionnaires to describe character-related personality stages of development. Three test instruments were used to determine teachers' levels of moral reasoning, ego maturity, conceptual complexity, and interpersonal sensitivity. The teachers' stages of development were then related to their perceptions of the change process and the process of collaboration during the Action Research Project. Developmental stage profiles of the teachers were then constructed. The data suggested themes on the relationships of individual dimensions of teachers' stages of development, issues in the teaching-schooling profession, and the process of collaborative research. (Author/JD)

ED 246 039

SP 024 916

Leighty, Carol A. Courier, Linden

**Focus on Effective Teaching/Staff Development: District Adoption of the Changing Teacher Practice Study, San Diego City Schools.**

San Diego Unified School District, Calif.; Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date—24 Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*Adoption (Ideas), \*Behavior Change, \*Change Strategies, Elementary Secondary Education, \*Faculty Development, Inservice Teacher Education, Program Administration, \*Program Implementation, \*Research Utilization, School Districts, Teacher Behavior, Teacher Effectiveness, Teacher Workshops, Training Methods

Identifiers—San Diego Unified School District CA

Interactive research in the area of staff development at the building site level has been conducted recently by the Research and Development Center of the University of Texas, Austin. In this research study staff developers, principals, and resource teachers are given training, research information, and implementation strategies to improve instruction and to become more effective staff developers. Following the initial study conducted by the Texas Research and Development Center, San Diego Unified School District (California) adopted the program for all school administrators, grades K-9. This paper describes the adaptations made by the district to ensure site replication. Topics included are: effective teaching behaviors, staff developer behaviors, and change strategies. District adoption also includes time on task activities, cost effectiveness, and district training procedures. Workshop agendas are appended. (Author/JMK)

ED 246 040

SP 024 917

Wolfe, Patricia R.

**Implementation of the Hunter Instructional Model: A Staff Development Study.**

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, Elementary School Teachers, Faculty Development, \*Inservice Teacher Education, \*Instructional Improvement, \*Program Imple-



mentation, \*Research Utilization, \*Teacher Attitudes, Teaching Conditions, Teaching Methods Identifiers—\*Hunter Instructional Model

A study was made to determine to what degree teachers, trained in the use of the Hunter Instructional Model, appropriately used the skills and strategies taught by the model, and what influenced the application of the learned skills in the classroom. Fourteen first through fourth grade teachers in two elementary schools participated. The Instructional Skills Observation Instrument was used to measure the teachers' ability to apply four instructional skills: anticipatory set, instruction, guided practice, and independent practice. Each teacher was observed four times, twice teaching reading and twice teaching mathematics. The teachers then participated in three full-day inservice sessions, scheduled once a month, to be trained in the Hunter scientific teaching model. The training consisted of presentation of theory, modeling of the skills, practice with feedback, and on-site coaching. Subsequent observations indicated that the teachers as a whole were able to appropriately apply the skills and strategies they had been taught. Interviews, inservice evaluations, classroom observations, and field notes identified several intervening and school context variables that appeared to influence the application of the skills in the classroom. (JD)

ED 246 041 SP 024 920

Kremer-Hayon, Lya Ben-Peretz, Miriam  
A Strategy of Professional Development for Dealing with Individual Differences in the Classroom: An Israeli Case.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Core Curriculum, \*Cultural Pluralism, Elementary Education, Ethnicity, Family Characteristics, Foreign Countries, \*Individual Differences, Inservice Teacher Education, Instructional Development, \*Mastery Learning, Program Effectiveness, Teacher Attitudes, \*Teacher Workshops, \*Teaching Methods, Values Clarification

Identifiers—\*Israel

An inservice workshop program for elementary school teachers in Israel helps them in coping with students of diverse ethnic and economic backgrounds. Program topics include discussion of individual differences, pluralistic views of education, tests and measurement methodology, and new instructional strategies. Emphasis is placed on values clarification so that participants can develop more objective perceptions, reduce hostile feelings, and encourage an acceptance of heterogeneity. The program also focuses on planning for core and peripheral curriculum, teaching and learning for mastery, teaching and learning by way of a variety of alternative methods, and measurement and evaluation of achievements. The most salient components of the program, as perceived by the teachers, are: (1) the concept of heterogeneity; (2) teaching slow learners; (3) matching time and pacing to individuals; and (4) core and peripheral curriculum. (JD)

ED 246 042 SP 024 921

Barbe, Richard And Others

A Statewide Teacher Education Needs Assessment.

Pub Date—Apr 84

Note—46p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, Futures (of Society), Higher Education, Long Range Planning, \*Needs Assessment, \*Resource Allocation, State Standards, \*Statewide Planning, Teacher Certification, \*Teacher Education, \*Teacher Education Programs, Teacher Supply and Demand

Identifiers—\*Georgia

A conceptual model is presented for a state-wide needs assessment that will provide perspectives for charting future actions in teacher education in Georgia. Need was seen for data in four areas: the general economic picture and projections for the state; available pool of students for recruiting into

teaching; possible changes in curriculum emphasis during the next decade; and future supply and demand for teachers. Within the framework of these areas, 19 questions were designed to determine the status of teacher education today as well as to provide information related to the number and characteristics of the teacher education student of tomorrow. Size and characteristics of teacher education programs were reviewed as were the characteristics and types of both the certificates issued in Georgia and the people applying for the certificates. Quality measures related to both program graduates and certificate recipients were also important aspects of the study. Available information on each of the 19 questions is reported. Conclusions drawn from the data are listed with citations of literature supporting them. Issues made evident by the assessment are analyzed and recommendations are made for future actions. (JD)

ED 246 043

Konke, Karen

A Study of the Relationship of Teacher Conceptual Level with Perceptions of Teachers in Regard to Staff Development, Curriculum Development, and Instructional Improvement.

Pub Date—Apr 84

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Agents, \*Cognitive Style, Curriculum Development, Elementary Education, Elementary School Teachers, \*Faculty Development, Inservice Teacher Education, Instructional Improvement, \*Participative Decision Making, Teacher Administrator Relationship, \*Teacher Attitudes, \*Teacher Role, Teacher Supervision

The conceptual level of teachers was measured in relation to their preferences for support in the supervisory tasks of staff development, curriculum development, and instructional improvement. It was hypothesized that teachers at a high level of conceptual development would prefer to be more involved with others and more flexible in adapting their teaching methods than teachers at lower conceptual levels. Involvement with others, characteristic of higher levels of conceptual development, was identified as a key variable in the three tasks of supervision. Participants in the study were 249 elementary school teachers located in 11 schools. Teachers' conceptual level was measured using the Paragraph Completion Method. Preferences for supervisory support were measured by a questionnaire consisting of 30 items written in a 7-point Likert-type fashion designed to measure the conceptual characteristics of involvement and flexibility as they related to supervision. Results indicated that, regardless of conceptual level, teachers preferred to be involved in all three supervisory tasks. They also wanted to participate in classroom intervisitation, to increase their ways of teaching through planning and organizing their own long-term staff development plans, and to be involved in activities offered outside the school district. The Paragraph Completion Method instrument is appended as is the Preference for Supervisory Support Questionnaire. (JD)

ED 246 044

Wideen, Marvin F. Holborn, Patricia

Program and Organizational Change in Faculties of Education: Some Lessons for Survival.

Pub Date—Apr 84

Note—39p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Change Agents, \*Change Strategies, College Faculty, \*Educational Change, Foreign Countries, Higher Education, Organizational Change, Preservice Teacher Education, \*Schools of Education, Teacher Education Programs, Teacher Educators

Identifiers—\*Canada, \*Theory Practice Relationship

A growing perception among those who have examined teacher education programs is that such programs, particularly those aspects that occur on campus, have not met expectations. Proposals for

innovation in teacher education are not in short supply. What is most problematic is incorporating such changes into the institutional life of faculties of education. A study identified how changes occurred in 10 Canadian Faculties of Education and how various influences, such as government policy and faculty governance, interacted with and influenced those changes. Changes were analyzed using Bryden's notion of policy spirals and Chinn and Benne's classification of change strategies. The faculties were found to be far more immune to external pressures than other institutions. In terms of change strategies, both power coercive and normative re-educative strategies were in evidence, but rational empirical strategies were not. Study results contribute both toward the information about how program and organizational change should be managed in higher education as well as the more theoretical questions of governance and organization. (Author/JMK)

ED 246 045

Sparks, Georgea Mohlman

A Study of Inservice Training, Teacher Characteristics, and Teacher Change.

Pub Date—Apr 83

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Canada, April, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Change, Inservice Teacher Education, \*Instructional Innovation, Junior High Schools, Negative Attitudes, \*Peer Evaluation, \*Teacher Attitudes, Teacher Characteristics, Teacher Effectiveness, \*Teacher Response, Teacher Workshops, Teaching Styles, Time Management, Time on Task, \*Training Methods

The relationships among training activities, teacher perceptions of recommended practices, and teacher behavior change were investigated. Nineteen junior high school teachers of low-achieving students were observed prior to receiving training in workshops on use of academic time. The teachers also responded to questionnaires designed to determine their perceptions of the workshops' practicality and the ease or difficulty of implementing new techniques. Participants were divided into three groups and received three different variations of Stalling's Effective Use of Time Training. Group 1 received Presentation, Demonstration, Practice, and Feedback in the workshops only; group 2 received these same components plus two classroom observations by a peer; group 3 received the four components plus two coaching sessions from the trainer. Analysis of training effects indicated that peer observation training activities seemed more successful than workshops-only or coaching training. A discussion is presented on the relationship between positive or negative attitudes toward implementing new teaching techniques in the classroom and actual behavior change on the part of teachers. Implications for further research and practice are considered. (JD)

ED 246 046

Excellence in Our Schools. Teacher Education: An

Action Plan.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date—82

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Standards, Higher Education, \*Needs Assessment, Preservice Teacher Education, Program Evaluation, \*Program Improvement, Schools of Education, State Departments of Education, Teacher Certification, \*Teacher Education Programs, Teaching Skills

Identifiers—\*Excellence in Education, National Education Association

The purpose of this document, which presents suggestions for needed changes in teacher education, is to provide guidance in the development of improved teacher education programs. Elements outlined in the document include: (1) the major functions of teaching (facilitating learning, classroom management, professional decision making); (2) learning, skills, and field-based experiences derived from the major functions of teaching; (3) setting standards for approving college of education programs at the national and state levels; (4) stan-

dards for approving college of education programs (program planning, implementation, personnel, content, and membership in the profession); and (5) characteristics and powers of proposed autonomous State Teacher Education Agencies. An evaluation checklist, designed to assess state agencies which currently approve teacher education programs, is included. (JD)

#### ED 246 047 SP 024 930

McCue, Frank C., III and Others  
Throwing Injuries of the Shoulder.

Pub Date—Jun 84

Note—30p.; Paper presented at the Annual University of Virginia Post Graduate Course on Selected Topics in Sports Medicine: The Art and Science of Sports Medicine '84 (11th, Charlottesville, VA, June 27-30, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Athletics, \*Biomechanics, Exercise Physiology, Fatigue (Biology), Human Body, \*Injuries, Medical Services, \*Motor Reactions, Physical Therapy, Rehabilitation, \*Stress Variables Identifiers—\*Shoulders

The majority of shoulder injuries occurring in throwing sports involve the soft tissue structures. Injuries often occur when the unit is overstretched to a point near its greatest length, involving the elastic tissues. The other injury mechanism involves the contractural unit of the muscle, which occurs near the midpoint of contractions, involving largely the muscle fibers. The nature of the injury is modified by many things, including myostatic contractions of the joints and muscles, age and physical maturity of the patient, weight and type of object to be propelled, nature of propulsion, presence of weakness or fatigue, incoordination of the motion, amount of chronic degenerative changes present, and presence of previous injury with its fibrous scarring. Common stress-related injuries to the shoulder areas (anterior structures, rotator cuff and environs, posterior structures, glenohumeral articulation, neurovascular) are discussed along with generalized treatments. Suggestions are made for diagnosis, a year-round training program, early season practice, pre-game injury prevention and warm-up, post-game care, and treatment. (JD)

#### ED 246 048 SP 024 956

Fair, Martha H. And Others

Teacher's Role: Identifying and Overcoming Sex Bias in Classroom Management. Participant Workbook.

Colorado State Dept. of Education, Denver.

Pub Date—Sep 80

Note—151p.; This workbook was adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshops Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, D.C. (funded by the U.S. Office of Education Women's Program Staff). For the trainer manual, see SP 024 957; for another related document, see ED 222 463.

Available from—Title IX Sex Equity Staff, Equal Education Services Unit, Colorado Department of Education, Denver, CO (\$5.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Content Analysis, Elementary Secondary Education, \*Ethnic Bias, Instructional Materials, \*Media Selection, \*Sex Bias, Sex Fairness, Sex Stereotypes, \*Teacher Behavior, Teacher Influence, \*Teacher Role, \*Teacher Workshops, Textbook Bias, Textbook Evaluation Identifiers—Title IX Education Amendments 1972

This manual was developed for use of participants in 10 workshops that were designed to help teachers to identify and overcome sex and ethnic bias. The workshops provide a framework for consideration of the often subtle ways that bias may be an inherent element in textbooks, instructional materials, and teachers' attitudes and behaviors. Worksheets are provided for sessions on the topics of: (1) personal attitudes toward sex roles; (2) forms of sex bias in the classroom; (3) identifying sex bias in the classroom; (4) recognizing sexist and nonsexist practices and behaviors; (5) assessing sex bias in the classroom; (6) steps to be taken to ensure sex equity in the classroom; (7) identifying sex bias in instructional materials; (8) identifying racial-ethnic bias in instructional materials; (9) analyzing racial and sex bias in elementary school reading textbooks; and (10) distinguishing between sex- and race-biased

and nonbiased materials. A summary of implementing the regulations of Title IX of the 1972 Education Amendments is included in the appendixes. (JD)

#### ED 246 049 SP 024 957

Fair, Martha H. And Others

Teacher's Role: Identifying and Overcoming Sex Bias in Classroom Management. Trainer Manual.

Colorado State Dept. of Education, Denver.

Pub Date—Dec 80

Note—250p.; This manual was adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshops Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, D.C. (funded by the U.S. Office of Education Women's Program Staff). For the participant workbook, see SP 024 956.

Available from—Title IX Sex Equity Staff, Equal Education Services Unit, Colorado Department of Education, Denver, CO (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Elementary Secondary Education, \*Ethnic Bias, Instructional Materials, \*Media Selection, Nondiscriminatory Education, \*Sex Bias, \*Sex Fairness, Sex Stereotypes, Teacher Attitudes, Teacher Influence, \*Teacher Role, \*Teacher Workshops, Textbook Bias, Textbook Evaluation

Identifiers—Title IX Education Amendments 1972

Outlines are presented for teacher workshops on identifying and overcoming biased attitudes reflected in current literature and classroom instructional materials. Each session includes: (1) a needs assessment activity or exercise to express initial concerns; (2) a lecture introducing new concepts and activities; (3) activities providing an opportunity for participants to apply the concepts presented in the lecture; (4) activities designed to provide an opportunity to practice some skills necessary for the application of sex equity principles; and (5) identification of specific steps to be taken to promote sex equity. Topics of the sessions are: (1) personal attitudes toward sex roles; (2) sex bias in instructional procedures; (3) the teacher, Title IX, and sex equity; (4) nonbiased and affirmative teaching; (5) the origins of bias; (6) institutionalized bias in education; (7) identifying forms of bias in instructional materials; (8) identifying forms of bias in textbook content; (9) distinguishing between biased and nonbiased materials; and (10) summary, evaluation and closing workshop evaluation. Answer sheets to questions raised in the sessions are appended. (JD)

#### ED 246 050 SP 024 966

Heywood, John

Considering the Curriculum during Student Teaching.

Report No.—ISBN-0-89397-164-2

Pub Date—84

Note—228p.

Available from—Nichols Publishing Co., 155 West 72nd Street, New York, NY 10023 (\$17.50).

Pub Type—Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Communication, \*Curriculum Development, Curriculum Evaluation, \*Educational Objectives, Educational Planning, Educational Testing, Education Work Relationship, Foreign Countries, Higher Education, \*Outcomes of Education, Preservice Teacher Education, Social Influences, \*Student Teaching, \*Teacher Education Curriculum, Teacher Education Programs

Identifiers—Great Britain

Salient questions on the curriculum for student teachers were developed and responses sought from student teachers, who provided critical discussions with reference to their subject specialty. Chapter 1 discusses the "hidden" curriculum in relation to its influence on the pursuit and aims of education. In chapter 2, ways in which teachers change curriculum content and their approach to it are discussed. The third chapter presents reflections on the influence of the British professions and society on educational structure and career choices. Chapter 4 deals with the development of language and communication skills and the way they influence the quality of teaching. Chapter 5 raises the question of the relationship between education and work and the adequacy of curriculum in preparing for life. Examinations and meritocracy and their impact on society and curriculum are discussed in chapter 6. A

synthesis is offered in chapter 7 of opinions on the distinction between education in a subject and education through a subject. Evaluation and accountability are considered in chapter 8. The ninth chapter discusses the concept of educational connoisseurship, a base for education criticism, and the objectives approach in course design. The tenth chapter examines purposes, aims, and objectives in course planning and means of improving curriculum. A description of a student curriculum development project is appended. (JD)

#### ED 246 051 SP 024 968

Peterson, Ken, Ed. And Others

Teacher Career Ladders in Utah: Perspectives on Early Stages.

Utah Univ., Salt Lake City. Instructional Leadership Academy.

Spons Agency—Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date—2 May 84

Note—48p.; Transcript of a Panel Presentation of the Utah Instructional Leadership Academy (Salt Lake City, UT, May 2, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Career Ladders, Change Strategies, \*Educational Legislation, Elementary School Teachers, Elementary Secondary Education, School Districts, Secondary School Teachers, State Programs, State School District Relationship, \*Teacher Associations, Teacher Attitudes, \*Teaching (Occupation) Identifiers—\*Utah

The status of teacher career ladders in Utah is discussed from five different perspectives. Jim Wilson, representing the Legislative Research Analyst's Office and General Counsel of the Legislature, speaks about legislative intent from the past year and what legislators thought would happen and wanted to happen regarding career ladder bills which have been introduced. He also offers insights into what legislators think educators are doing with the career ladder issue. Don Ulmer, of the Utah Educational Association, discusses the activities of teacher groups in the state, ideas they have, and assistance they have received. Nick Franklin, president-elect of the Alpine Educational Association, addresses the career ladder issue from a teacher's perspective. Tony Mitchell, Superintendent of the Park City School District, talks about a superintendent's perspective and current potential problems of career ladders. LeRue Winget, from the Utah State Office of Education, describes the approval process for local education agencies' plans for teacher career ladders. A session for comments from the audience follows the presentations. (JD)

#### ED 246 052 SP 024 992

Richardson, Charles Simmons, Roger W.

Electromyographic and Neuromuscular Force Patterns Associated with Unexpectedly Loaded Rapid Limb Movements.

Pub Date—[83]

Note—29p.

Available from—Human Performance Laboratory, PG. 214, San Diego State University, San Diego, CA 92182.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Exercise Physiology, \*Human Body, \*Kinesthetic Perception, \*Motor Reactions, \*Neurological Organization, Responses

Identifiers—Electromyography

Bi-articular, unidirectional arm movements were studied to evaluate the electromyographic (EMG) and neuromuscular force patterns that occur when a limb is unexpectedly perturbed. A series of training trials were continued with a control load spring attached to the apparatus until a pre-specified criterion for learning was attained. The limb was then unexpectedly loaded with one of four test load springs. Examination of the integrated EMG records revealed a coactivation pattern of neuromuscular activity during a major part of the movement. Analysis of applied force data supported the notion of sustained agonist activity. Reciprocal innervation and coactivation patterns were considered in terms of a common motor control system as proposed by the equilibrium point control hypothesis. Manifestation of coactivation rather than reciprocity in the present study was discussed in terms of the establishment of "mental set." (Author)

ED 246 053 SP 024 998

Israel, Richard G. And Others

**Physiologic Responses of Able-Bodied and Paraplegic Males to Maximal Arm Ergometry.**

Pub Date—[83]

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Aerobics, \*Cardiovascular System, \*Exercise Physiology, \*Heart Rate, Males, Motor Reactions, Muscular Strength, \*Neurological Impairments, \*Physical Fitness

A study compared physiologic responses of healthy paraplegic males to those of healthy, able-bodied males during maximal arm ergometry. Fifteen able-bodied, healthy adult males and 13 healthy adult male paraplegics followed an exercise program involving heart rate, increased exercise loads, and oxygen uptake. Results from an analysis of the data reflect the need for using paraplegics as subjects when conducting research designed to elucidate specific exercise prescription regimens for paraplegics. The American College of Sports Medicine guidelines for exercise prescriptions are probably not valid for this population during arm work because the assumption cannot be made that the heart rate and oxygen uptake relationships of paraplegics and able-bodied subjects are similar. Further research comparing physiological responses to sub-maximal arm ergometry in similar groups is warranted. (JD)

ED 246 054 SP 025 000

Bennett, John P.

**Exercise for Well or Community Living Older Adults.**

Pub Date—6 Jun 84

Note—17p.; Paper presented at the Annual Older Adult Fitness Workshop (2nd, Fairfax, VA, June 6-7, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aerobics, Dance, \*Exercise, Movement Education, \*Older Adults, \*Physical Activities, \*Physical Education, Physical Fitness

This set of instructions is designed for use by instructors in aerobic dance, although the instructions can also be used by individuals for an exercise program. Descriptions are given of specific exercises for the head and neck, shoulders, arms, legs, and chest and trunk. Routines for a complete aerobic dance session (warm-up, aerobic, and cool-down) are outlined. Sample programs for walking and jogging exercise are presented, outlining the weekly patterns for a 12-week walking program and a 15-week jogging program. (JD)

## TM

ED 246 055 TM 840 172

**Evaluation of the NYS School Health Demonstration Program, September 1982-June 1983.**

WRI, Albany, NY.

Spons Agency—New York State Dept. of Health, Albany.

Pub Date—83

Note—151p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Attitudes, \*Community Health Services, \*Demonstration Programs, Early Childhood Education, Elementary Secondary Education, Health Programs, \*Low Income Groups, Program Effectiveness, \*Program Evaluation, Program Implementation, Questionnaires, \*School Health Services, Teacher Attitudes

Identifiers—\*New York State School Health Demonstration Program

The School Health Demonstration Program (SHDP), undertaken in 1981, is a coordinated effort by the New York State Departments of Health, Education, and Social Services to provide direct health care, health promotion/illness prevention, and health education to children from low income communities with inadequate access to primary health care services. This report contains the results of the 1982-83 school year evaluation from four separate studies: a formative evaluation, a school-site health care study, a principal and teacher survey, and a utilization/cost impact study. Evaluation highlights from the nine demonstration projects include: (1) linking the school team to a health facility offers

many benefits; (2) 63 percent of the 36,000 children in participating schools were formally enrolled in the program; (3) the SHDP had 83,602 encounters with children during the school term; (4) trauma, usually minor, was the most common reason for visits; (5) six percent of all encounters led to referral, most commonly for eye disorders, respiratory problems, and acute injuries; (6) the staffing pattern seems appropriate; (7) the SHDP reached children and their families with a wide-range health education curricula; and (8) principals and teachers enthusiastically supported SHDP staff and services: both reported positive impacts on attendance and learning. (ES)

ED 246 056 TM 840 180

Hunt, Earl Lansman, Marcy

**Performance in Dual Tasks. Final Report.**

Washington Univ., Seattle. Dept. of Psychology. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-84-2

Pub Date—29 Feb 84

Contract—N00014-80-C-0631

Note—78p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Attention, \*Cognitive Processes, Cognitive Style, \*Computer Simulation, Computer Software, Individual Differences, Literature Reviews, Memory, \*Models, Problem Solving

This project was designed to construct a single theoretical framework for the analysis of problem solving and real time "attention and performance" behavior. The model was developed as a computer program. It was designed in a similar manner to that of various problem solving simulations that use the "production system" approach. The program has been used to simulate results from choice reaction time, stimulus repetition, dual channel monitoring, and conflicting stimulus (Stroop) paradigms. Several questions arose during development of the model concerning human performance in situations requiring attention allocation. Experiments were conducted that indicated the mediation of attention allocation by stimulus frequency occurred through the automatic processing system. However, attention allocation mediated by warning signals occurred through the controlled processing system. Further studies suggested that individual differences in the ability to control attention were specific to a stimulus modality, rather than to a generalized ability to control attention. The theoretical framework developed and described here has been used as an integrative device to order the literature on individual differences in cognition, verbal comprehension, and techniques for assessing an individual's ability to memorize and recall information. (Author/DWH)

ED 246 057 TM 840 235

Haber, Julian S. Norris, Marylee

**Texas Preschool Screening Inventory (TPSSI)**

Manual. Revised.

Pub Date—Jan 84

Note—15p.; For related document, see ED 226 013.

Available from—Texas Pediatric Society, 1801 N. Lamar Blvd., Austin, TX 78701 (\$1.00 for manual and score sheet; \$8.00 for 6 manuals and 100 work sheets).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Speech), Auditory Perception, \*Handicap Identification, \*High Risk Students, Learning Problems, Preschool Education, Primary Education, \*Screening Tests, \*Test Manuals, Visual Perception

Identifiers—Copying Ability, Following Directions

This instrument is a revision of the Texas Preschool Screening Inventory (TPSSI). It is a screening test designed to identify children who may be at risk for learning problems as they enter kindergarten or first grade. The manual describes the directions for administration, scoring, rationale, and reference for each component of the instrument. The components include Auditory Memory for Numbers and Letters; Visual Memory for Objects; Auditory Sequencing; Articulation; Sound Discrimination; Rotations and Reversals of Letters and Numbers; and Following Instructions and Understanding Prepositions. The manual and complete instrument are included in this document. (DWH)

ED 246 058 TM 840 239

Carroll, C. Dennis

**The Effect of Alternative Definitions of Growth on Group Differences in Achievement.**

Pub Date—24 Apr 84

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Gains, Achievement Tests, \*Pretests Posttests, Program Effectiveness, \*Research Problems, Scores, Secondary Education, \*Statistical Analysis

Identifiers—\*Gain Scores, High School and Beyond (NCES)

This paper compares five growth measures using the High School and Beyond database. The measures are: (1) simple gain (posttest minus pretest); (2) difference between group means; (3) percentage of students who scored higher on the posttest than the pretest; (4) percentage of items missed on the pretest which are subsequently answered correctly on the posttest; and (5) difference between the observed posttest scores and the predicted posttest scores based on the correlation between the pre- and posttest scores. These methods were evaluated by determining how consistent each is in differentiating between groups which, on the basis of other evidence, are almost certain to differ in a specified direction. The groups considered were based on sex, race/ethnicity, socioeconomic status, and ability level. Problems were found with all five measures of growth. It is recommended that researchers use multiple measures to study growth. If that is not possible, the percentage initially wrong but subsequently correct measure or the regression residual should be used. (BW)

ED 246 059 TM 840 293

Williams, David

**Naturalistic Evaluation—One Case. Preliminary Draft.**

Pub Date—Apr 84

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Ethnography, \*Evaluation Methods, Research Problems, \*Standards

Identifiers—\*Evaluation Problems, Naturalistic Observation, Participant Observation, \*Standards for Evaluation Educ Prog Prog Materials

The purpose of this paper is to summarize some of the author's logical and empirical reflections on the practice of using naturalistic techniques to conduct evaluations. The main assertion to be supported by these reflections is that naturalistic evaluation is possible and in some cases powerful. This assertion is supported through a review of (1) what naturalistic inquiry is, (2) criteria for judging the quality of a naturalistic study, (3) the purposes of evaluation, and (4) the "Standards for Evaluations of Educational Programs, Projects and Materials" developed by the Joint Committee on Standards for Educational Evaluation. The criteria for judging naturalistic inquiries are juxtaposed with the evaluation standards to identify criteria from the two perspectives which both support and conflict with one another. Finally, the author's experience conducting a naturalistic evaluation is analyzed in terms of those criteria which appear to conflict to see how the logical conflicts match experiential conflicts. (BW)

ED 246 060 TM 840 304

Casteen, John T., III

**Research and State Policy Implementation.**

Pub Date—27 Apr 84

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Researchers, Elementary Secondary Education, Higher Education, \*Policy Formation, \*Research Utilization, Schools of Education, \*State Action, State Departments of Education

Identifiers—Southern Regional Education Board, Taylor Murphy Institute VA, Test Score Decline,



Virginia, Western Interstate Commission for Higher Education

Research generally influences state policy only indirectly. On the other hand, research is not utterly without influence. For example, research findings about schools and colleges which have influenced policy include: the appendices that accompanied "On Further Examination," the College Board report on the SAT score decline; the Southern Regional Education Board's Task Force on Higher Education and the Schools; the Western Interstate Consortium for Higher Education's comprehensive national statistics on school populations; and the Taylor Murphy Institute's studies of the high school courses taken by black students in Virginia. Beyond these specific kinds of examples, policy makers rarely find in the research literature the kinds of background, analysis, and advice that support sound policy. If research is to contribute to policy formation, schools of education and NIE research labs should make policy studies a major research discipline; researchers should monitor the effectiveness of new curricula that were originally justified in terms of their effectiveness; and researchers should develop expertise with regard to the effectiveness of higher education. (BW)

ED 246 061 TM 840 317

*Baker, Jean Wongbunhit, Yuvadee*  
The Use of Rasch Based Scale in a Criterion Referenced Evaluation for the State Student Compensatory Education Program in Dade County, Florida Public Schools.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, Compensatory Education, \*Criterion Referenced Tests, Elementary Secondary Education, \*Equated Scores, Item Analysis, Latent Trait Theory, \*State Programs, Statistical Analysis, \*Testing Programs

Identifiers—BICAL Computer Program, \*Rasch Model

This study was designed to illustrate the use of the Rasch model procedure to equate the Dade County Compensatory Education Skills Test (DCEST) to the State Student Assessment Test (SSAT) for both mathematics skills and communications skills. The SSAT was a test developed by the Florida State Department of Education to measure students' level of mastery of specific basic skills in mathematics and communication. It is administered annually to Florida students. The DCEST was developed by the Dade County Public Schools Testing Department to parallel the SSAT. It was designed to provide a valid measure of the degree of mastery achieved by students who had been given instruction in specific skills. The analysis was conducted using the equating procedure of the Rasch model. Item difficulty and parameter estimates were computed for the SSAT and the DCEST. The BICAL computer program was used to compute the parameters. This procedure was useful as an empirical study of the use of the Rasch model in a criterion referenced evaluation. It was a cost effective and valid measurement of achievement. (DWH)

ED 246 062 TM 840 324

*Hernandez, Arthur E. Willson, Victor*  
The Reliability of the K-ABC for Hispanic and White Children: A Comparison by Year.

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Elementary Education, Error of Measurement, \*Hispanic Americans, Intelligence Tests, \*Minority Group Children, Minority Groups, \*Test Bias, \*Test Reliability

Identifiers—\*Kaufman Assessment Battery for Children

Scores of two groups of White and Hispanic children at 11 age levels from 2.5 years to 12.5 years were assessed. The scores were drawn from the Kaufman Assessment Battery for Children (K-ABC), an individually administered assessment bat-

tery designed to measure intelligence and achievement and intended for minority group assessment. Reliability estimates were calculated on the K-ABC Mental Processing Scales using computed variance components. These estimates were compared as ratios of error variances and evaluated using F distributions. Ratios for the two groups at all age levels proved to be nonsignificant, indicative of statistically equivalent reliabilities for the two groups. Coefficients were, with two exceptions, similar in magnitude. While not a proof of "non-bias," this demonstration supports the notion that error in this instance is a function that is constant across groups. (Author/DWH)

ED 246 063 TM 840 325

*Olejnik, Stephen F. Algina, James*  
A Review of Nonparametric Alternatives to Analysis of Covariance.

Pub Date—Apr 84

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Analysis of Covariance, Comparative Analysis, Hypothesis Testing, \*Mathematical Formulas, \*Nonparametric Statistics, Regression (Statistics), Statistical Analysis, Statistical Distributions

Identifiers—\*Power (Statistics), \*Type I Errors, Violation of Assumptions

Five distribution-free alternatives to parametric analysis of covariance (ANCOVA) are presented and demonstrated using a specific data example. The procedures considered are those suggested by Quade (1967); Puri and Sen (1969); McSweeney and Porter (1971); Burnett and Barr (1978); and Shirley (1981). The results of simulation studies investigating these procedures regarding their respective Type I error rate under a null condition and their statistical power are also reviewed. The results indicate that the nonparametric procedures have appropriate Type I error rates only for those situations in which parametric ANCOVA is robust to violations of data assumptions. In terms of statistical power, nonparametric alternatives to parametric ANCOVA provide a considerable power advantage only for situations where extreme violations of assumptions have occurred and the linear relationship between measures is weak. (Author/DWH)

ED 246 064 TM 840 327

*Fritsch, Ouida Davis, Todd M.*  
Stakeholder Surveys: A Method and an Example.

Pub Date—16 Nov 83

Note—22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association, (Nashville, TN, November 16, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrators, Elementary Secondary Education, Evaluation Methods, \*Needs Assessment, \*Program Evaluation, \*Research Methodology, School Districts, Statistical Analysis, Surveys

Identifiers—Alabama, Policy Makers, Responsive Evaluation, \*Stakeholder Survey

Stakeholder surveys are advocated as a panacea for many problems of needs assessment evaluation research utilizing surveys. Stakeholders are individuals who have a "stake" in the outcome of a needs assessment evaluation. Stakeholder surveys are appropriate for the predesign phase of a program evaluation. The surveys are often referred to as responsive evaluation strategies. Predesign data should be developed with attention to the identification of, and contact with, policymakers. It also should permit adequate gathering and synthesizing of information to be incorporated into the study design. A stakeholder survey as part of a needs assessment was conducted in an Alabama school system to illustrate the method. School administrators were identified by the superintendent as stakeholders. A pre-survey interview identified several major areas of concern. A stakeholder survey was then developed and administered. A preanalysis-postsurvey interview with stakeholders is recommended. Analyses of survey results are included in the document. (DWH)

ED 246 065 TM 840 329

*Seaman, Samuel And Others*

Type I Error Probabilities and Power of the Rank and Parametric ANCOVA Procedures.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Analysis of Covariance, Correlation, Hypothesis Testing, Probability, \*Statistical Analysis

Identifiers—\*Parametric Analysis, Power (Statistics), \*Rank Order, Type I Errors

The probability of obtaining a significant statistic, using the parametric analysis of covariance (ANCOVA) and the rank transform ANCOVA, was estimated for three conditions defined in terms of conditional distributions for two groups. The distributions were both normal, both skewed in the same direction but to different degrees, or both skewed to the same degree but in different directions. For each type of pair of conditional distributions both equal and unequal conditional means were studied. When the conditional distributions were skewed and the conditional means were unequal, both positive and negative correlations between height of the conditional mean function and degree or direction of skew were investigated. Sample size and strength of the covariate-dependent variable relationship were manipulated. The results were interpreted in terms of Type I error probabilities and power for testing two different null hypotheses: equality of two conditional mean functions, or equality of two conditional distributions. The results indicated the parametric ANCOVA should be used to test both hypotheses provided that the conditional distributions are normal or the correlation between the height of the conditional mean functions and the degree of skew is expected to be positive. (Author/DWH)

ED 246 066 TM 840 332

*Federico, Pat-Anthony*  
Hemispheric Asymmetries and Cognitive Attributes.

Pub Date—Apr 84

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Aptitude Treatment Interaction, \*Cerebral Dominance, \*Cognitive Style, Individual Differences, Males, \*Neurological Organization, Statistical Analysis

Identifiers—\*Brain Hemispheres, Brain Research  
Visual, auditory, and bimodal event-related potentials were recorded from 50 males, and lateral asymmetry indices were derived. Eleven psychometric tests of different cognitive attributes were also administered to them. This area of research has been labeled aptitude-treatment-interaction (ATI). The emphasis of ATI research is on identification of aptitude measures useful for selection of instructional treatments to maximize individual attainment of specified educational objectives. Principal factor analyses with varimax rotation were computed for asymmetry and cognitive measures. Some hemispheric asymmetries and cognitive attributes contributed to the same independent dimensions. Cerebral asymmetries accounted for more variance than cognitive characteristics. Converging support was provided that implicates the importance of lateral asymmetries for instructional research and development. Theoretical and practical propositions are presented which address whether cerebral lateralities can be considered as individual difference measures within an ATI conceptual framework. (Author/DWH)

ED 246 067 TM 840 336

*Oxman, Wendy G. Barell, John*  
Reflective Thinking in Schools: A Survey of Teacher Perceptions.

Pub Date—Apr 83

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Canada, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)—Reports—Research

(143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Attitude Measures, College Preparation, Creative Thinking, Educational Objectives, High Schools, Logical Thinking, Secondary School Teachers, \*Teacher Attitudes, \*Urban Schools

Identifiers—Montclair State College NJ, Project THISTLE, \*Reflective Thinking

Project THISTLE: Thinking Skills in Teaching and Learning was designed to improve both the reflective thinking capabilities of urban high school students and their pre-college preparation. This study was conducted to elicit teacher perceptions of factors inhibiting reflective thinking in schools. Most important among the perceived constraints on reflective thinking in schools were student lack of prior experience; curricular pressures; and lack of stress on reflective thinking in statements of school philosophy, teacher education programs, and the curriculum. Urban, as compared with suburban, teachers reported less stress on reflective thinking in statements of school philosophy, less teacher autonomy, and lower levels of basic skills and background knowledge among both teachers and students. Teachers believe administrators value quiet and order over reflective thinking. The major factors identified in a factor analysis of teacher responses included teacher responsibility, student expectations, student readiness, curriculum, supervisor responsibility, and teacher insecurity. (Author/DWH)

**ED 246 068**

TM 840 337

Hays, David A. Henk, William

**Relative Effects of Analogies and Pictures on Understanding and Remembering Written Directions.**

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Processes, Comparative Analysis, High Schools, \*Illustrations, Reading Comprehension, Reading Research, \*Recall (Psychology), \*Verbal Learning, \*Visual Learning

Identifiers—\*Analogies, Instructions

This study investigated the use readers make of visual and verbal illustration to understand and remember what they have read. Specific focus was placed on readers' use of pictures and analogies to understand and remember written directions for a spatial manipulation task. The independent variables measured were type of text, mode of illustration, and time of recall. Results indicated that readers have a better understanding of written directions for a spatial manipulation task when pictorial information is supplied. When procedural instructions include both pictorial and textual support, readers use pictures to greater effect. The purposes of directions should be considered. If immediate comprehension is the only desired outcome, literal directions supplemented by pictures should facilitate efficient performance. However, if the aim is to promote long term retention, then devising an analogy as a mnemonic device would be productive. (DWH)

**ED 246 069**

TM 840 340

Reid, Jerry B.

**Adapting to a Mandated Pre-Set Pass/Fail Point.**

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Certification, \*Cutting Scores, Policy, Scores, \*Test Construction, Testing Problems, Tests

Identifiers—Angoff Methods, Ebel Method, Nedelsky Method, \*Standard Setting

While standard setting procedures are typically discussed in terms of deriving a reasonable cutting score for a given form of a test, the situation may be structured such that the standard has been mandated without regard to the test form itself. This situation may result either through legislative or policy actions and may be a fait accompli by the time someone experienced in standard setting methodology becomes involved. Although this may be an

undesirable situation, it is not necessarily an impossible position from which to operate. This paper will explore an approach whereby an item "cut-score index" is included as an additional dimension in the test specifications for use in tailoring a test form to correspond to a pre-set pass/fail point. Issues such as the stability of such an item index and the effect on content representativeness are discussed. (Author)

**ED 246 070**

TM 840 341

Sigmon, Gary L. Halpin, Gerald

**Application of Judgmental Standard Setting Procedures to Vocational Evaluation Competency Statements by Rehabilitation Field Personnel and Educators.**

Pub Date—26 Apr 84

Note—26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Certification, \*College Faculty, \*Cutting Scores, Evaluation Methods, \*Evaluators, \*Minimum Competencies, \*Vocational Evaluation, Vocational Rehabilitation

Identifiers—\*Angoff Methods, \*Ebel Method, Standard Setting

Traditionally, judgmental standard setting methods have been used exclusively at the test item level. In this study, the Ebel and Angoff methods of standard setting were utilized to determine minimum competency standards on a list of 175 identified competency statements for vocational evaluators. The following research questions were addressed: (1) Do the Ebel and Angoff methods result in the establishment of different competency standards? (2) Do vocational evaluation field personnel and vocational evaluation educators establish different standards? and (3) Are the standards determined by the different methods moderated by group membership? The raters were 19 vocational evaluation field personnel and 24 vocational evaluation educators from university settings. Significant differences were found between rating methods across groups; the Ebel method resulted in a higher mean competency standard. The groups of raters also set significantly different competency standards across methods; the field personnel established a higher mean competency standard. The importance of this group difference was minimized due to the significant interaction between group and method; here, the group difference was greater using the Angoff method. These results substantiate claims that these standard setting methods may be applied to measures other than test items. (BW)

**ED 246 071**

TM 840 342

O'Brien, Michael L. Tohn, Diane

**Applying and Evaluating Rasch Vertical Equating Procedures for Out-of-Level Testing.**

Pub Date—10 Feb 84

Note—25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 10, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Achievement Tests, Elementary Education, \*Equated Scores, \*Latent Trait Theory, Reading Comprehension, Statistical Analysis

Identifiers—\*Equipercile Equating, \*Out of Level Testing, Rasch Model, Vertical Equating

This study investigated the development and application of two widely used methods of vertical equating: Rasch and Equipercile. The assumptions underlying both techniques are discussed. Procedures for utilization of the Rasch method are illustrated. The study was conducted to determine whether, based upon Rasch vertical equating, a local school district should administer out-of-level tests (tests not on actual grade level) to exceptionally able students. A comparison was made between the school district's equating results and that of the publisher's vertically scaled scores based on Equipercile equating. Results indicated the publisher's vertical scale was comparable to the scale estimated from the local school district through use of Rasch equating. Limitations of both methods are discussed. (Author/DWH)

**ED 246 072**

TM 840 343

Drasgow, Fritz And Others

**Appropriateness Measurement with Polychotomous**

**Item Response Models and Standardized Indices. Measurement Series, 84-1.**

Illinois Univ., Urbana.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 84

Contract—N00014-79C-0752; N00014-83K-0397

Note—62p.; Produced by the Model Based Measurement Laboratory.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Ability Identification, Latent Trait Theory, \*Multiple Choice Tests, \*Response Style (Tests), Statistical Analysis, Test Interpretation, \*Test Validity

Identifiers—\*Appropriateness Measurement, Person Fit Measures, Polychotomous Scoring

The test scores of some examinees on a multiple-choice test may not provide adequate measures of their abilities. The goal of appropriateness measurement is to identify such individuals. Earlier theoretical and experimental work considered examinees answering all, or almost all, test items. This article reports research that extends appropriateness measurement methods to examinees with moderately high nonresponse rates. These methods treat nonresponse as if it were a deliberate option choice and then attempt to measure the "appropriateness" of the pattern of option choices. Earlier studies used only the dichotomous pattern of right and "not right" answers. A general polychotomous model is introduced along with a technique called "standardization" designed to reduce the observed confounding between measured appropriateness and ability. A standardized appropriateness index based on a polychotomous model yielded higher rates of detection of simulated spuriously low examinees than the analogous index based on a dichotomous model. However, the converse was true for simulated spuriously high examinees. Standardization was found to reduce greatly the interaction between ability and measured appropriateness. (Author)

**ED 246 073**

TM 840 344

Melican, Gerald J. Plake, Barbara S.

**Are Correction for Guessing and Nedelsky's Standard Setting Method Compatible?**

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cutting Scores, Guessing (Tests), Higher Education, Multiple Choice Tests, Quantitative Tests, \*Response Style (Tests), \*Scoring Formulas, Testing Problems, \*Test Wiseness, Undergraduate Students

Identifiers—\*Correction for Guessing, \*Nedelsky Method

The validity of combining a correction for guessing with the Nedelsky-based cutscore was investigated. A five option multiple choice Mathematics Achievement Test was used in the study. Items were selected to meet several criteria. These included: the capability of measuring mathematics concepts related to performance in introductory statistics; the requirement of a maximum of high school level mathematics to complete the question; and items which made up a test with satisfactory reliability. Results indicated that minimally competent examinees tended to omit those items identified as "omit" items based on judges' ratings. The study suggested that the effect of applying the correction for guessing to a Nedelsky cutscore may not be too severe. Instructions which require examinees to physically eliminate alternatives that they know are incorrect for each item may decrease the tendency for some examinees to omit items for which they have partial knowledge. This change in test taking behavior of some examinees may increase the range of minimally competent candidates for whom the corrected for guessing adjusted cutscore is appropriate. (DWH)

**ED 246 074**

TM 840 345

Hyer, Patricia B.

**Assessing Progress in the Status of Women Faculty.**

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27,

1984).  
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, College Faculty, Comparative Analysis, Females, Higher Education, \*Organizational Change, \*Promotion (Occupational), \*Research Methodology, Universities, \*Women Faculty

Identifiers—\*Change Analysis, \*Higher Education General Information Survey

This paper reports on the development of a "change index" and its application in evaluating the relative performance of individual doctorate-granting universities in hiring and promoting women faculty. Employee data collected in the annual Higher Education General Information Survey (HEGIS) by the National Center for Educational Statistics was used to develop the index. The final model comprised five variables reflecting percentage change over the base year for the number and the proportion of women faculty, the year for the number and the proportion of faculty, the number of women tenured, the number at full professor rank, and the ratio of male to female faculty. The index is a relative measure of change experienced by an institution; it facilitates comparisons among institutions. A wide range of institutional performance in hiring and promoting women faculty was revealed by applying the index to HEGIS data for doctorate-granting universities. The index served, also, as a dependent variable to assess the relationship between specific institutional characteristics and the degree of change experienced by various institutions. The change index provides a more complex measure of the changing status of women faculty than simple changes in the proportion of women and it provides a basis for comparing the relative success in hiring and promoting women faculty for comparable institutions. (Author/DWH)

ED 246 075 TM 840 346

Koch, William R.

Assessing the Dimensionality of Survey Data.

Pub Date—Apr 84

Note—24p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Choice, \*Factor Analysis, Factor Structure, Graduate Students, Higher Education, \*Multidimensional Scaling, \*Questionnaires, \*Test Construction

A questionnaire was constructed for the purpose of investigating various aspects of the career choices made by graduate students. The research was to determine the underlying structure of the questionnaire and to compare the capability of nonmetric multidimensional scaling (MDS) and linear factor analysis (FA) to reveal dimensions measured by the instrument. The FA and MDS methodologies succeeded in meeting the research objectives. Both methods identified the same items for possible deletion and yielded results which could be interpreted as providing evidence to support the construct validity of the instrument. The factor analysis determined five relatively pure factors, while the MDS permitted graphic depiction of the solution in a two dimensional figure. The FA and MDS methods proved effective in analyzing the career choice data but different ideas about underlying structure of the instrument would be obtained depending on the method used. (DWH)

ED 246 076 TM 840 347

Thomas, John W. Curley, Robert G.

Assessment of Study Activities as a Function of Demand Conditions.

Pub Date—Apr 84

Note—47p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Higher Education, Secondary Education, \*Student Characteristics, \*Study Habits, Study Skills, Test Construction, Test Validity

Identifiers—California Study Activities Inventory, Self Report Measures

The study reports on the first of several investiga-

tions into the antecedents and consequences of students' study activities across junior high school through college years. The development and validation of a self-report instrument, the "California Study Activities Inventory" (CSAI) is described. The principal features of the instrument include items designed to assess routine studying versus test preparation activities; cognitive versus self-management activities; and variations in activities associated with the cognitive transformational and volitional latitude requirements of particular courses. Volitional latitude refers to the degree of structure which characterizes a course. Along the dimension of transformational requirements, courses can be classified with respect to how much students must originate and carry out procedures for making connections among the elements of information to be learned. The CSAI is developed as a device for examining relationships among course characteristics, student characteristics, study activities, and achievement. Patterns of study activity selection and use, it was found, differed according to the cognitive transformational and volitional latitude requirements of classes. Significant differences in students' study activities were found by grade, with older students showing more diverse and more appropriate strategies, given demand conditions. Interactions between grade level and demand conditions were found for particular items. (Author/DWH)

ED 246 077 TM 840 348

Griffin, Edward And Others

Behavioral Outcomes of an Alternative Program for Junior High School Students at Risk of Dropping Out.

Louisiana State Dept. of Education, Baton Rouge. Pub Date—27 Apr 84

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Behavior Modification, \*Dropout Prevention, Dropout Programs, Dropouts, Junior High Schools, Mathematics Achievement, \*Nontraditional Education, \*Program Evaluation, \*School Attitudes, Student Attitudes

Identifiers—Academics Consortium, Louisiana

The study examines the relationship between success upon leaving an alternative school program and immediate measures of program effect. The strength of the relationship was used to determine the degree to which the program effected its long term goals of preparing students for future academic or vocational success. Student success was defined as behavior reflecting adequate academic skills and attitudes toward education. It was measured by ranking three outcomes in descending order: return to formal education; securing employment or a general educational development (GED) diploma; not returning to school, not working, or not pursuing the GED. The immediate measures of program effect were reading achievement, mathematics achievement, absenteeism rate, disciplinary referral rate, change in absenteeism of disciplinary referral rates, and attitude toward school. Students assessed were between the ages of 13 and 20 who had participated in an alternative school program stressing small group instruction and vocational/prevocational training sponsored by five Louisiana school systems. The regression model accounted for 25 percent of the variance in student outcomes. Age, mathematics achievement, and absenteeism rate were the only variables which had a probability level of less than .05. The relationship was positive for mathematics achievement and negative for age and absenteeism. (Author/DWH)

ED 246 078 TM 840 349

Stiles, Richard L. And Others

CASAS: An Effective Measurement System for Life Skills.

Pub Date—Apr 84

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984) and the National Council on Measurement in Education (New Orleans, LA, April 26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Education, Adult Students, \*Competency Based Edu-

cation, Daily Living Skills, High Schools, Item Banks, State Programs

Identifiers—\*California Adult Student Assessment System

The California Adult Student Assessment System (CASAS) is a comprehensive educational system designed to enable adult educators to develop and evaluate a life skills curriculum for competency based educational programs. The system comprises the CASAS Competency List, the CASAS Item Bank, the User's Manual, the Curriculum Index and Matrix, and Implementation Workshops. The CASAS Item Bank is referenced to the Competency List and consists of more than 2,400 test items which measure life skills. The User's Manual provides technical information related to test construction and field test studies. CASAS has the potential for increasing the precision in placement, monitoring, certification, and evaluation of students and programs at local, state, and national levels. Validity and reliability of items are discussed. The long term effects of CASAS implementation are increased accountability of literacy programs and meaningful reporting of progress. (DWH)

ED 246 079 TM 840 350

Chang, S. Tai Bashaw, W. L.

Characteristics of Anchor Tests.

Pub Date—Apr 84

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, \*Difficulty Level, \*Equated Scores, Junior High Schools, \*Latent Trait Theory, \*Test Items, \*Test Length, Test Norms

Identifiers—\*Anchor Tests, Item Calibration, Otis Lennon School Ability Test, Person Fit Measures, Rasch Model, \*Test Linking

The purpose of this study was twofold: to investigate to what extent characteristics of anchor tests may affect precision of item calibration, and to estimate to what extent precision of item calibration may be affected by removal of persons whose response patterns deviate from those normally expected from the Rasch one-parameter logistic model. Three characteristics of anchor tests were under consideration: the number of anchor items, and the range and average of difficulties of the anchor items. The data were taken from the nationwide norming data of the Otis-Lennon School Ability Test, Form R, Intermediate Level. Anchor test characteristics did not show systematic effects on final calibration results. The removal of misfitting persons was detrimental to calibration results. Further studies are needed to clarify the effects of anchor test designs and person fit on linkings. (BW)

ED 246 080 TM 840 351

Sakamoto, Takashi

Characteristics of Study Skills in Japanese Pupils.

Pub Date—Apr 84

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, Program Evaluation, \*Questionnaires, \*Student Attitudes, \*Study Habits, Study Skills, Test Construction

Identifiers—Japan, Japanese Studies

The study was conducted utilizing the instrumental approach to the development of study behaviors. The hypothesis was that a pupil's academic performance, study motivation, and creativity can be improved by encouraging his/her study skills. The practical aims were delineated and explained. The research was conducted in stages. These included discovery of the most effective study behaviors; design and implementation of a student questionnaire; data analysis; diagnosis of study behaviors; development of a program for improving study behaviors; encouragement for improvement of study behaviors; and evaluation. The results of the study indicated cognitive factors were an important component of study skills at all grade levels. Study motivation was less important to achievement in logical subject matter, such as science and mathe-



matics. The effects of computer output advice on scholastic performance were evaluated and found to be inconclusive. Questionnaires are included in the appendices. (DWH)

ED 246 081 TM 840 352

Hartzell, Marilyn Sue  
Checking for Curriculum/Test Overlap: Two Methods Discussed.

Pub Date—23 Mar 84

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, \*Curriculum Research, Elementary Education, Elementary School Teachers, \*Evaluation Methods, Relevance (Education), Test Selection, \*Test Validity Identifiers—\*Test Curriculum Overlap

The relevance of testing to curriculum is measured by the closeness of fit between test items and major program objectives. In this paper two procedures for analyzing the curriculum/test overlap are compared. The first method obtains a detailed analysis of a priority area of the curriculum. The process brings the curriculum into alignment with the test. It is a structured, sequential, rational, and objective method to be conducted by the classroom teacher. However, without structured available time and guidance from district administration, the analysis will probably not be accomplished. The process requires a long period of time to achieve a comprehensive appraisal of the match between the district assessment tool and curriculum. The second method involves an independent consultant who assesses the degree to which the district assessment tool measures objectives across content area and grades. The results are presented by subject area and grade level along with a statement of recommendations. This method results in a comprehensive assessment of the overlap between curriculum objectives and test items. The process is subjective and prone to inconsistencies. Achievement of changes in classroom practice by teachers is primarily dependent upon the district leadership's ability to see that innovations are implemented. (DWH)

ED 246 082 TM 840 353

Donmoyer, Robert  
Choosing from Plausible Alternatives in Interpreting Qualitative Data.

Pub Date—Apr 84

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Data Analysis, Epistemology, Research Methodology, Research Problems, Theories, \*Validity Identifiers—\*Data Interpretation, Phillips (D), \*Qualitative Research, Toulmin (Stephen)

This paper addresses a variation of the traditional validity question asked of qualitative researchers. Here the question is not "How do we know the qualitative researcher's question is valid?" but rather, "How does the qualitative researcher choose from among a multitude of apparently valid or at least plausible interpretations?" As early as 1975, Popp declared that the question of how one should select from possible alternative paradigms must be dealt with by researchers. Phillips' recent attempt to salvage logical positivism, and Toulmin's belief that there is such a thing as scientific rationality and that there are ways to rationally assess the relative worth of conflicting claims both contribute to this discussion. The answer to Popp's question then serves as a basis for resolving the particular data analysis problem which provided the impetus for this paper. Finally, the paper concludes with the presentation of a series of insights about qualitative and other forms of educational research which appear to follow from the earlier analysis. (BW)

ED 246 083 TM 840 354

van der Linden, Wim J.  
Choosing the Best Treatment among Different Treatment-Criterion Combinations: The Classification Problem in Educational Testing.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

ciation (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bayesian Statistics, \*Classification, Cutting Scores, Decision Making, Regression (Statistics), Statistical Analysis, Student Evaluation, \*Student Placement, \*Testing Problems Identifiers—Decision Theory

The classification problem in educational testing is a decision problem. One must assign subjects to one of several available treatments on the basis of test scores, where the success of each treatment is measured by a different criterion. Examples of classification decisions include individualized instruction, counseling, and clinical settings. Classification problems have generally been resolved using linear regression techniques. The author proposes replacing these techniques with an empirical Bayesian decision analysis. The case of classification with a threshold utility function is analyzed, and a method for finding optimal assignment rules is described. The illustration is restricted to assignment on the basis of a single test score without quota restrictions. The purpose of the paper is to contrast the differences between the traditional linear regression and a Bayesian approach to the classification problem. (Author/DWH)

ED 246 084 TM 840 355

Donmoyer, Robert  
Cognitive Anthropology and Research on Effective Principals: Findings from a Study and Reflections on Its Methods.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date—Apr 84

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Elementary Education, \*Ethnography, Leadership, Principals, \*Research Methodology, School Effectiveness, \*Semantics

Identifiers—Cognitive Anthropology, \*Ethnographic Semantics

Recent developments in cognitive anthropology, in particular the development of ethnographic semantics, make ethnographic methods more systematic. The goal is to replace intuition with an operationally explicit methodology for discerning how people construe their world of experience from the way they talk about it. The first part of this paper describes the operationally explicit methods referred to by the rubric, ethnographic semantics, and illustrates the use of these methods with examples from a study of a successful principal in Fayette County, Pennsylvania. Part two presents findings from this study. The final section of the paper uses this study as the basis for critiquing the utility of ethnographic semantics for studying principals and other educational leaders. (BW)

ED 246 085 TM 840 356

Cambre, Marjorie A. Cook, Desmond L.  
Computer Anxiety: Definition, Measurement, and Correlates.

Pub Date—24 Apr 84

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Anxiety, \*Attitude Measures, \*Computers, Mathematics Anxiety, Research Needs, Student Attitudes, Test Anxiety Identifiers—\*Computer Anxiety, Likert Scales, Manifest Anxiety Scale, Multiple Affect Adjective Checklist, State Trait Anxiety Inventory (Spielberger)

This review examines the definition, measurement, and correlates of computer anxiety as provided in available research. The concept of computer anxiety reflects an anxiety state, rather than an anxiety trait, thus rendering it susceptible to change over time. Computer anxiety is similar in nature to math anxiety and test anxiety. Two approaches to anxiety measurement exist. One focuses upon the direct development of an index of com-

puter anxiety which is then related to other variables; the other involves indirect responses from subjects regarding their fears or attitudes toward computers derived from items on a survey of computer usage. Some generalizations regarding state-of-the-art in computer anxiety measurement are: The main approach has been use of self-report measures; a basic model for several instruments has been developed in connection with the State-Trait Inventory; Likert scale formats are frequently used; and items are developed from some rational definition of computer anxiety. The current research suggests the concepts of computer anxiety are difficult to measure validly, but what is measured can be done reliably. Potential correlates of computer anxiety include gender, state-trait anxiety, and hemisphericity. (DWH)

ED 246 086 TM 840 357

Hull, William L. And Others  
A Conceptual Framework for Measuring R&D Product Impact.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—27 Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Innovation, \*Evaluation Criteria, \*Evaluation Methods, Formative Evaluation, Models, \*Research and Development, Summative Evaluation

A framework to aid in estimating the impact from educational research and development (R&D) products was developed at the National Center for Research in Vocational Education at the Ohio State University. The dimensions of the framework (product development, distribution, implementation, utilization and effects) are explained in detail. The criteria are defined and enumerated. These include systematic development, quality, user orientation, strategic distribution, multiple channels, widespread distribution, sequential implementation, support systems, cost feasibility, multiple patterns of use, time on task, integrated use, user satisfaction, individual growth, organizational change, and societal contributions. The assessment should be done after a product has been in use for a period of time. The logical continuation of this research would be to quantify the dimensions and criteria. This would enable evaluators to compare R&D products using an overall impact potential score. (DWH)

ED 246 087 TM 840 358

Egginton, Everett Koppel, Sherree  
Contemporary Research on Latin American Education: A Review and Profile.

Pub Date—Apr 84

Note—77p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Data Analysis, \*Educational Research, \*Foreign Countries, Languages

Identifiers—Central America, Handbook of Latin American Studies, \*Latin America, Mexico, South America, West Indies

To prepare the education chapter for the forthcoming volume of the U.S. Library of Congress' "Handbook of Latin American Studies," the author reviewed over 500 publications on Latin American education issued between 1978 and 1983; the abstracts of approximately 200 of them will be published in the forthcoming volume of the Handbook. The research described herein analyzes this selected material and the material contained in previous Handbook volumes from three perspectives: (1) a survey perspective or a statistical profile of the publications, (2) a country or regional perspective, and (3) a developmental perspective. The paper concludes that while lacunae exist and rigorously designed and convincingly argued research is scarce, the publications continue to be abundant, varied in scope, and diverse in the range of topics explored. (Author)

ED 246 088 TM 840 360

Bowers, John J.

Database Management for Item Banking and Test Development: An Application of dBase II for the Microcomputer.

Pub Date—Apr 84

Note—129p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Software, Databases, \*Item Banks, \*Microcomputers, \*Test Construction, Test Items

Identifiers—\*Database Management Systems, \*dBase II, IBM Personal Computer

The background and results of an effort to use dBASE II, a microcomputer database management package, to establish, maintain, and update an item bank useful in a complex test development process are presented. The paper explores some of the perspectives and considerations in designing such a database which make the test development process easier, while fully utilizing the software's capabilities. It discusses principles of database design, features and advantages of a relational database schema, the structure of database files useful in test development, and a general test development process. Sample programs and output from a model system, dubbed ITEM BANK, are presented. The paper consists of a brief summary of the development effort and several extensively annotated figures. Figures discuss the nature of database design and the particular advantages of a relational database structure; describe a "dummy" database representing a microcosm of a test development effort for various forms of a fictional test used in developing the ITEM BANK programs; and discuss the four-stage test development process the system was designed to serve. The final figures concern the construction of the ITEM BANK programs and present sample printouts. Appendices list the database and programs for the draft test stage of the ITEM BANK system. (Author/DWH)

ED 246 089 TM 840 361

Hoffman, Lee McGraw And Others

Development and Use of Cooperative Client-Evaluator Data Collection Systems.

Louisiana State Dept. of Education, Baton Rouge. Pub Date—Apr 84

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Databases, \*Data Collection, Elementary Education, \*Evaluation Methods, Evaluators, \*Program Evaluation, Reading Improvement, \*State Programs

Identifiers—Evaluation Problems, Louisiana, \*Special Plan Upgrading Reading

Examples from the evaluation of a program in which data collection systems were developed jointly by the program's staff and evaluators are described. The Louisiana SPUR (Special Plan Upgrading Reading) Project was evaluated by the Louisiana Department of Education Bureau of Evaluation. SPUR involves 63 of the state's 66 public school systems and is implemented by a field-based staff of approximately 60 technical assistants. The size and geographic dispersion of the program led to several problems in data collection and evaluation. The SPUR field staff often acted as data collectors for the evaluation, a procedure that demanded careful quality assurance of instruments and activities. With potential audiences ranging from state legislators to classroom teachers, no single report could meet all needs for evaluative information. In the first year of the evaluation, data collection methods were developed that could be easily used by SPUR field staff and would have utility beyond the evaluation itself. Examples were developed cooperatively by the evaluators and program staff members. The instruments serve management and program improvement needs as well as providing evaluation information. Although the data collection systems described are specific to the SPUR evaluation, their development and use is applicable to other large scale evaluations. (Author/DWH)

ED 246 090 TM 840 362

Wilson, Barry J. Reichmuth, Monica

Early Screening Programs: When Is Predictive Accuracy Sufficient?

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Handicap Identification, \*High Risk Students, Predictive Measurement, \*Predictive Validity, \*Preschool Children, Preschool Education, Reliability, Screening Tests, Student Placement

Identifiers—Accuracy

Early screening programs to determine learning problems in preschool children are evaluated. A review of early identification literature indicates considerable difficulty in describing screening results and determining when a screening program accurately identifies those students believed to be "at risk." The authors propose several criteria to assist the determination and communication of screening results. These criteria are applied to a screening program for a metropolitan school district, the Omaha Parochial Schools. They provide a context for judging the accuracy of predictions. However, it is argued that accuracy of prediction is of little value, and cannot be judged sufficient, unless the predictions made about children afford better educational opportunities for these students. (Author/DWH)

ED 246 091 TM 840 364

Jaeger, Richard M. Busch, John Christian

The Effects of a Delphi Modification of the Angoff-Jaeger Standard-Setting Procedure on Standards Recommended for the National Teacher Examinations.

Pub Date—Apr 84

Note—27p.; Paper presented at the Joint Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education, (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Admission Criteria, \*College Entrance Examinations, \*Cutting Scores, Decision Making, \*Delphi Technique, \*Discussion, Higher Education, Teacher Education, Testing

Identifiers—Angoff Jaeger Method, \*National Teacher Examinations, North Carolina, \*Standard Setting

A standard-setting experiment was conducted in which one group of participants was instructed to refrain from discussing their recommended test standards and another group was requested to report the reasons underlying their recommendations. The procedures used were designed to induce convergence of recommendations, but did not require consensus. A structured judgment procedure was used to obtain recommendations on appropriate standards of performance on the Reading and Social Studies subtests of the National Teacher Examinations. Recommended standards of performance were provided for applicants to North Carolina's teacher education programs, by public school teachers and college and university faculty. Each participant was asked to complete the subtest, then to estimate, for each subtest item, the probability that a minimally competent examinee would be able to answer the item correctly. Using the Delphi Technique, participants received feedback about the ratings and then were asked to reconsider their initial recommendations. One group was asked not to discuss the feedback; in the other, discussion was encouraged. The reduction in variance from the first judgment session to the second was substantially greater for the discussion group. (BW)

ED 246 092 TM 840 365

Jonas, Edward D., Jr. Hayes, LaMarian G.

The Effects of Exit-Exam Failure on Students' Self-Concept.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Div. of Research, Evaluation and Data Processing, Atlanta Public Schools, 210 Pryor St., SW, Atlanta, GA 30335.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Competency Based Education, \*Graduation Requirements, High Schools, Psychological Studies, Research Methodology, \*Self Concept, Statistical Analysis, \*Student Motivation, \*Test Results

Identifiers—Piers Harris Childrens Self Concept Scale

This study was designed to provide insight regarding the psychological repercussions for students who repeatedly fail the Georgia Basic Skills Test (GBST), but are not identified as educationally handicapped. This criterion referenced test is designed to assess competency on designated minimum skills. A random sample of tenth graders were administered the Piers-Harris Children's Self-Concept Scale prior to being initially administered the GBST, or exit exam, shortly after receiving the test results, and two months after their initial exit exam administration. A two-way analysis of variance was the statistical model used for data analysis. Each of the research hypotheses was supported by the study. Results indicate that students' exit exam passing status produced significant differences in initial examinees' self-concept scores; students who initially fail either one or both of the exit exam skill areas have significantly lower self-concept scores than those who initially pass both skill areas; and students' passing status on the exit exam produces significant differences in self-concept change scores. (Author/DWH)

ED 246 093 TM 840 366

Lee, Jo Ann And Others

The Effects of Mode of Test Administration on Test Performance.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (55th, Baltimore, MD, April 12, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Comparative Analysis, \*Computer Assisted Testing, \*Difficulty Level, Test Anxiety, \*Test Format, Testing, \*Testing Problems, Test Items

Identifiers—Marine Corps, \*Paper and Pencil Tests

The difficulty of test items administered by paper and pencil were compared with the difficulty of the same items administered by computer. The study was conducted to determine if an interaction exists between mode of test administration and ability. An arithmetic reasoning test was constructed for this study. All examinees had taken the Armed Services Vocational Aptitude Battery (ASVAB) a short time prior to the experiment. The subject's number-correct score for the Arithmetic Reasoning subtest of the ASVAB was used as an independent estimate of ability. Regression analysis was used to test for a significant interaction between mode of administration and ability. Results indicated the computerized test to be more difficult. The anxiety level may have been higher in the computer mode, adversely affecting performance. More research is needed to corroborate the existence of significant differences between the modes. Further research is needed to identify specific factors affecting test performance in the two modes. (DWH)

ED 246 094 TM 840 367

Frieson, Henry T., Jr.

Effects of Test-Taking Instruction on a Health Professional Certifying Examination: An Evaluation.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, Higher Education, \*Intervention, \*Medical Technologists, \*Occupational Tests, Scores, Self Evaluation (Individuals), \*Test Coaching, \*Test Wiseness

Identifiers—American Society of Clinical Pathologists

The intervention in this study focused upon effective

tive test taking, defined as the capacity to use acquired subject matter knowledge to achieve test scores consistent with an individual's knowledge level. This approach also emphasized self-assessment and self-directed learning. The procedure was employed in efforts to enhance a class of medical technology students' performance on the American Society of Clinical Pathologist (ASCP) Registry Examination for medical technologists. The class receiving intervention was compared with two other groups of medical technology students. The intervention approach consisted of three major components: effective test taking instructional procedures, practice and feedback, and self-assessment procedures. A one-way analysis of variance indicated significant differences in performance, with the intervention group showing the highest mean performance on the Registry Examination. Results suggest the employed intervention approach can significantly influence Registry exam performance. (Author/DWH)

**ED 246 095** TM 840 368

Elliot, Scott M. Patterson, Sandra

**Establishing Standards for Licensing and Certification Tests: Theory vs. Practice. Draft.**

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports — Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cutting Scores, Elementary Secondary Education, Occupational Tests, Scoring, \*Teacher Certification, Teacher Qualifications, Test Construction

Identifiers—\*Angoff Methods, \*Test Revision  
Exams which are periodically updated and revised also require a revision of the cut score to ensure that examinees who take the original form of the test, and those taking the revised form, are scored on an equivalent basis. This paper discusses available standard setting procedures as applied to establishing minimum passing scores for licensing and certification examinations. It describes the methods and procedures used in reviewing and revising cut scores for a teacher licensing test. These methods provide a practical, legally defensible, and technically sound approach to reevaluating cut scores for revised licensing and certification tests. They are based upon a modification of the Angoff procedure applied to tests undergoing revision. (Author/DWH)

**ED 246 096** TM 840 369

Fillas, Rita M. Manger, Katherine M.

**Evaluating Programs the Whole World Already Calls Wonderful.**

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Problems, \*Evaluation Methods, Evaluation Needs, Evaluators, Models, Program Effectiveness, \*Program Evaluation

Identifiers—Evaluation Problems

Brief case studies of three projects are presented to illustrate the steps which open "Wonderful Programs" to evaluation research. The evaluator is provided with the perspective needed to believe the evaluation is worth doing. The project staff is then redirected to the need for a new type of evidence. An ongoing review of the commitment to evaluation research at all organizational levels is initiated. There are two models for evaluation of existing successful programs. The criteria for the "charity" model of program evaluation are the sincerity of the program funders and the willingness of program staff. The strength and leverage of the program constituency are the outcome criteria of the "pork barrel" model. A climate of cooperation and teamwork between the project staff and the evaluator are essential to successful evaluation. The evaluator must introduce the concept of the research model of evaluation as a process which does not necessarily set aside the previous findings, but is a process required to address the relationship of the efforts-to-outcomes question implied in the funders' requests for evaluation. (DWH)

**ED 246 097**

Frierson, Henry T., Jr.

**Evaluation of an Intervention Program's Impact on Minority Students' Standardized Test Performance.**

Pub Date—[83]

Note—18p.

Pub Type—Reports — Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Gains, Higher Education, Intervention, \*Medical Students, \*Minority Groups, Occupational Tests, Program Effectiveness, Racial Differences, Scores, \*Test Coaching, \*Test Wiseness

Identifiers—\*National Board of Medical Examiners

An intervention program employing test-skills instruction and cooperative learning methods was presented to second year minority medical students at a major state supported medical school. The purpose was to enhance minority students' passing rate for Part I of the National Board of Medical Examiners (NBME) examination. After completion of the program, it was observed that the passing rate of the minority students during that year significantly surpassed that of the minority students from the previous year, and approached the passing rate of the nonminority students in the class. The mean National Board Examination score for the students participating in the program was not statistically different from that observed for an equal number of randomly selected second year nonminority students. The major questions addressed by the study were affirmatively answered. Results indicated the applied intervention procedure can reduce disparities between minority and nonminority students on both scores and passing rates for the NBME. Results suggested that effective test-taking instructions with participation in small learning support groups can enhance performance for all students. Effective academic support programs can, and should be, established for advanced level students. The program described here requires students to be active, rather than passive, participants. (Author/DWH)

**ED 246 098**

Cuthbert, Marlene

**Evaluation Problems in Third World Settings.**

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Developing Nations, \*Evaluation Methods, Evaluators, Foreign Countries, Research Problems

Identifiers—\*Evaluation Problems

Because human beings are different and are necessarily subjective, and because evaluation always involves the human factor, many problems arise. The problems may be compounded in third world settings because they have been studied less, and are less understood, and because evaluators are often from outside the setting and therefore bring unquestioned assumptions and values which limit their perceptions. Several problems may arise that can paralyze the best evaluation design of the unwary researcher. These problems include methodological issues; lack of understanding of the purpose and importance of evaluation; lack of supporting infrastructure; lack of written response; lack of awareness of research methodology; public holidays; crises; suspicion of and respect for outsiders; language; and culture, class, ideology, and differing agendas. Being aware of and struggling with these problems should help to bring the evaluator nearer to achieving the understanding essential for a productive evaluation. (BW)

**ED 246 099**

Stake, Bernadine Evans And Others

**National Sex Equity Demonstration Project.**

Broward County Schools, Florida, and the University of Miami, 1980-1983. Final Evaluation Report. Executive Summary [and] Executive Summary Follow-Up.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation; Miami Univ., Coral Gables, Fla.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—Apr 84

TM 840 370

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Demonstration Programs, Elementary Secondary Education, \*Evaluation Methods, \*Evaluation Utilization, Objectives, Program Effectiveness, Program Evaluation, \*Sex Fairness, Teacher Attitudes

Identifiers—Broward County Public Schools FL, \*Evaluation Reports, \*National Sex Equity Demonstration Project

The National Sex Equity Demonstration Project (NSEDP) in the Broward County Schools, Florida, was created in 1979 to provide a demonstration of sex equity teaching. The two principal thrusts of the Project were to review materials to be used by regular teachers and to demonstrate how classrooms (and a whole district) could diminish discrimination based on gender. The Executive Summary of the NSEDP provides information on the evaluation team findings, the program, workshops for teachers, classroom observations, perceived need for the project, teacher activism, accomplishment, the issue of national or local purposes, teacher inservice training, feedback, program quality, and the legacy of the program. The follow-up is a report of educator reactions to an original draft of the Executive Summary. Reactions relative to its usefulness, its personalistic style, its accuracy, and its content are reported. (BW)

**ED 246 100**

Kass, Richard A. And Others

**Factor Structure of the Armed Services Vocational Aptitude Battery (ASVAB), Forms 8, 9, and 10: 1981 Army Applicant Sample. Technical Report 581.**

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency—Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.—ARI-TR-581

Pub Date—Dec 82

Note—19p.

Pub Type—Reports — Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, \*Aptitude Tests, Classification, Cognitive Ability, Factor Analysis, \*Factor Structure, Racial Differences, Sex Differences, Testing, \*Vocational Aptitude

Identifiers—\*Armed Services Vocational Aptitude Battery

The purpose of this research is to examine the factor structure of the Armed Services Vocational Aptitude Battery (ASVAB), Forms 8, 9, and 10. The ASVAB consists of ten subtests: General Science; Arithmetic Reasoning; Word Knowledge; Paragraph Comprehension; Numerical Operations; Coding Speed; Auto Shop Information; Mathematics Knowledge; Mechanical Comprehension; and Electronics Information. This investigation compared the ASVAB 8/9/10 factor structure to the factor structure observed for previous samples and previous forms of the ASVAB. It also examined the similarity of ASVAB factor structure for racial, ethnic, and sex subgroups. A factor analysis of a sample of male and female Army applicants yielded four orthogonal factors accounting for 93 percent of the total variance: Verbal Ability, Speeded Performance, Quantitative Ability, and Technical Knowledge. Factor analyses of male, female, White, Black, and Hispanic subgroups yielded similar results. (Author/DWH)

**ED 246 101**

Clarke, Marian

**Functional Level Testing Decision Points and Suggestions to Innovators.**

Pub Date—Nov 83

Note—11p.; Paper presented at the meeting of the California Educational Research Association (Los Angeles, CA, November 17-18, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides — Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Achievement Tests, \*Decision Making, Educational Innovation, Elementary Secondary Education, Needs Assessment, \*Program Development, \*Testing Programs, Test Selection

Identifiers—\*Out of Level Testing

The innovators of a functional level testing program must make decisions in the context of situa-

TM 840 376



tional factors. There are several decision points involving the important elements of a testing program. Establishing the need for functional level testing is the first decision to be made. A systematic examination of in-level test data will document the exact nature and scope of testing problems and form the foundation for future decisions. The innovators of functional level testing need to generate support for the testing proposal from persons empowered to prevent or facilitate its implementation. The most complex decision is selection of appropriate test levels for students. Test administration procedures may be questioned. Data suggest the feasibility of administering several test levels in one classroom. Scoring and processing procedures should be determined by cost, number of school personnel needed and turn-around time. On-site coordination is essential for the operational success of a functional level testing proposal. A systematic review of test score reliability must be a continuous practice. A feedback loop between the school sites and central office should be developed. References are listed in Appendix A and a series of achievement tests and recommendations for out-of-level testing are included in Appendix B. (DWH)

ED 246 102 TM 840 377

Mowesian, Richard Hays, William L.  
The GRE Analytical Score as a Predictor for Admission to Ph.D. Candidacy: A Two Year Study.

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Abstract Reasoning, \*College Admission, \*College Entrance Examinations, \*Doctoral Programs, Graduate Students, Higher Education, \*Predictive Validity, Predictor Variables, Regression (Statistics), Scores  
Identifiers—Analytical Methods, \*Graduate Record Examinations

The purpose of this study was to test the predictive efficiency of the Graduate Record Examination Analytical (GRE-A) score when used in combination with other predictors for doctoral candidacy decisions in an educational psychology department. It was hypothesized that the GRE-A would be a more efficient predictor than faculty ratings on a qualifying examination, oral examination, and/or folder ratings. It was also hypothesized that the GRE-A's predictive efficiency would be of a similar magnitude regardless of area of specialization, sex, and ethnicity. Data were gathered across two years from 68 subjects. The hypotheses were not supported to the extent expected. To the extent the GRE-A is used in combination with other predictor variables the hypotheses were affirmed, providing sufficient evidence regarding the utility of the GRE-A as a predictive measure to warrant the continued use of this score in combination with the usual predictive variables. (BW)

ED 246 103 TM 840 378

Caswell, Martha S. Olsen, June  
A Guide to Test Taking as Easy as...1, 2, 3.  
Michigan State Board of Education, Lansing.  
Pub Date—[81]

Note—43p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, \*Guides, Secondary School Teachers, Test Anxiety, Test Coaching, Test Format, \*Testing, \*Test Wiseness  
Identifiers—Michigan Educational Assessment Program

This guide book was developed for use by school staff, parents, and students. It outlines strategies and test-taking skills which may be taught in the classroom. The guide provides sample instruments to determine what students know about test taking, and practice tests at the elementary and secondary level. Time management hints for test takers are also included. Students should be fully informed about the features of the test, reasons for its administration, and scoring procedures. Physical and emotional readiness will reduce a student's test anxiety. Students should receive instruction in problem solving strategies and recognition of various test formats. (DWH)

ED 246 104 TM 840 379

Melican, Gerald Thomas Nancy  
Identification of Items That Are Hard to Rate Accurately Using Angoff's Standard Setting Method.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Certification, \*Cutting Scores, \*Difficulty Level, Minimum Competency Testing, Research Methodology, \*Test Items  
Identifiers—\*Angoff Methods

Setting standards for the purpose of certification is frequently performed using judgmental techniques such as the Angoff method. This study was performed to identify types of items that judges find hard to rate accurately, that is, types of items on which examinees perform differently than predicted by the judges. Once identified these item types should be the subject of additional training for future panels of judges. Observed difficulty estimates were regressed on the Angoff estimates of a panel of judges for three examinations and items with large residuals were identified. For one examination there were indications that the judges found negatively phrased items hard to rate accurately. For a second examination there were indications that the judges found items involving calculations as hard to rate accurately. In both cases the judges tended to underestimate the difficulty of the items; the examinees found the items harder than the judges predicted. No discernible pattern was found for the third examination. (Author)

ED 246 105 TM 840 380

Gottfredson, Denise C.  
Implementing a Theory in a Large-Scale Educational Intervention.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-351

Pub Date—Feb 84

Grant—80-JN-AX-0005; NIE-G-83-0002

Note—36p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Antisocial Behavior, Behavior Modification, \*Delinquency Prevention, Discipline Policy, Evaluation Methods, Intervention, \*Program Design, Program Evaluation, \*Program Implementation, Secondary Education, Student Behavior, \*Theories

Theory is a useful guide for program design and implementation. This paper uses a large-scale school-based delinquency prevention project to illustrate the use of theory in program design and the need for line staff to have a clear understanding of the program's theoretical underpinnings. Evaluation results for the program show that the program was effective for reducing the level of delinquent behavior and changing a number of theoretical precursors of delinquent behavior at the school level. The program, however, failed to bring about the desired changes in behavior and attitudes of individuals targeted for special services. The differential effectiveness of the program components is attributed in part to differences in the extent to which implementation was guided by theory. (Author)

ED 246 106 TM 840 383

Kauchak, Donald And Others  
An Interview Study of Teachers' Attitudes toward Teacher Evaluation Practices.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Attitude Measures, Elementary School Teachers, Elementary Secondary Education, \*Evaluation Methods, Peer Evaluation, Principals, Secondary School

Teachers, Student Evaluation of Teacher Performance, \*Teacher Attitudes, \*Teacher Evaluation, Teacher Supervision

Focusing on four methods of teacher evaluation (principal visits, student evaluations, achievement tests, and peer evaluations), attitudes of elementary and secondary school teachers in Florida and Utah were gathered through interviews and questionnaires. Teachers expressed little or no hostility to principal visits, but viewed them as perfunctory and not relevant to improving teaching. Attitudes toward student evaluations were evenly distributed into three positions, with secondary school teachers tending to be more positive than elementary teachers. Teacher interpretation of student input appeared to be a critical factor. Teachers were so overwhelmingly negative on the use of achievement tests for evaluation, the question was discontinued after 15 interviews. Objections focused on the causal link between teacher performance and student outcomes. Although generally positive about peer evaluations, teachers expressed reservations about increasing professional competitiveness, and ability to evaluate individual teaching styles. Teachers' responses reflect a professional naivete and lack of knowledge of teacher evaluation practices. (ES)

ED 246 107 TM 840 386

Reckase, Mark D. McKinley, Robert L.  
Item Difficulty Reconsidered: An IRT Perspective.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Difficulty Level, Evaluation Methods, Item Analysis, \*Latent Trait Theory, Test Construction, \*Test Items

A new indicator of item difficulty, which identifies effectiveness ranges, overcomes the limitations of other item difficulty indexes in describing the difficulty of an item or a test as a whole and in aiding the selection of appropriate ability level items for a test. There are three common uses of the term "item difficulty": (1) the probability of a correct answer to a test item, based on the perception of the person being tested; (2) a group summary statistic that tells what proportion of a group can answer an item correctly; and (3) a measure of a location along a difficulty continuum based on item response theory (IRT) methodology. Using formulas based on IRT methodology, the new indicator measures the range of the score scale in which the item was effective and the point where the item is most informative. Unlike other methods, it is sample independent and can be used more directly for test construction by representing each item as a block, then selecting and stacking these blocks to create the distribution of test items on an ability scale. (ES)

ED 246 108 TM 840 387

Korpi, Meg Haeriel, Edward  
Locating Reading Test Items in Multidimensional Space: An Alternative Analysis of Test Structure.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Correlation, \*Factor Structure, Intermediate Grades, Item Analysis, \*Multidimensional Scaling, \*Reading Tests, Statistical Analysis, Test Items, \*Test Validity  
Identifiers—Data Interpretation, Dichotomous Variables, Metropolitan Achievement Tests

The purpose of this paper is to further the cause of clarifying construct interpretations of tests, by proposing that non-metric multidimensional scaling may be more useful than factor analysis or other latent structure models for investigating the internal structure of tests. It also suggests that typical problems associated with scaling dichotomous variables can be avoided by using tetrachoric correlations as input to the multidimensional scaling. Finally, it demonstrates the utility of the suggested procedures by applying them to actual data from the Reading subtest of the Metropolitan Achievement Tests. (BW)

ED 246 109 TM 840 388

Younglove, William A.

A Look at Behavioristic Measurement of English Composition in United States Public Schools, 1901-1941.

Pub Date—Nov 83

Note—20p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 17-18, 1983).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Theories, \*Educational History, Elementary Secondary Education, \*Evaluation Methods, Grading, Measurement Techniques, Public Schools, \*Rating Scales, Scaling, Scoring, Test Reliability, Test Validity, Writing (Composition), \*Writing Evaluation Identifiers—Courts (Stuart Appleton), Smith (BO), \*Thorndike (Edward L.)

In the early twentieth century behaviorist Edward L. Thorndike began the development and use of measurement scales to replace personal judgment to evaluate student compositions in U.S. public schools. In 1912, utilizing the Fullerton and Catell equal distance theorem, Milo B. Hillegas released the first scientifically designed scale to measure all of pupil composition. It was refined and modified over the years and numerous other scales created. Serious criticism began when scale use was at its height in 1925. Scale builder Stuart Courts questioned scale validity, and Gestalt theorist Kurt Koffka challenged Thorndike's behavioristic psychology. In 1938 B. Othanel Smith, University of Illinois educator, thoroughly attacked the movement's logical base, and, by extension, its methods and outcomes. In that same year Courts withdrew all his tests from the market. By 1940 there was almost no mention of composition measurement scales in the literature. Behaviorists failed to measure pupil English composition validly and reliably, which led to decline in use of Thorndikean initiated scales. However, the decades of experiment and dialogue provided increased understanding of and attention to major aspects of validity and reliability in judging composition. (ES)

ED 246 110 TM 840 389

Langley, Pat And Others

A Machine Learning Approach to Student Modeling. Technical Report No. 1. Annual Report, 11/82-11/83.

Carnegie-Mellon Univ., Pittsburgh, PA. Robotics Inst.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—CMU-RI-TR-84-7

Pub Date—1 May 84

Contract—NOO014-83-K-0074

Note—45p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Algorithms, Artificial Intelligence, \*Cognitive Processes, \*Computer Simulation, \*Models, Problem Solving, \*Student Behavior, Subtraction

Identifiers—\*Automated Cognitive Modeler, \*Machine Learning

The notion of buggy procedures has played an important role in recent cognitive models of mathematical skills. Some earlier work on student modeling used artificial intelligence methods to automatically construct buggy models of student behavior. An alternate approach, proposed here, draws on insights from the rapidly developing field of machine learning to develop a student modeling system called Automated Cognitive Modeler (ACM). The ACM system begins with a set of overly general rules, which it uses to search a problem space until it arrives at the same answer as the student. ACM then uses the solution path it has discovered to determine positive and negative instances of its initial rules, and employs a discrimination learning mechanism to place additional conditions on these rules. The revised rules will reproduce the solution path without search, and constitute a cognitive model of the student's behavior. ACM's operation in the domain of multi-column subtraction problems is examined, and some system extensions are proposed. Finally, the generality, psychological validity, and practical utility of this approach to student modeling are discussed. (Author/BW)

ED 246 111

Lichtenberg, James W. And Others

Methods of Sequential Analysis for Counseling Process Research.

Pub Date—23 Apr 84

Note—57p.; Papers presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Counselor Client Relationship, \*Data Analysis, Individual Counseling, \*Information Theory, Interaction, \*Interviews, Research Methodology, \*Sequential Approach Identifiers—\*Lag Sequential Analysis, \*Markov Processes, Sequential Analysis

The purpose of the three papers included here is to describe and illustrate three methods of sequential analysis as they were applied to an analysis of an actual counseling interview between Carl Rogers and "Gloria." In "Markov Models in Process Research," Edward J. Heck applies a Markov model to the analysis of the event-to-event transitions in the interview. The primary hypothesis was concerned with the central assumption of all Markov models, namely that the counseling process would be a process in which each speaker's acts at each point in time are, in part, contingent upon previous acts. In "The Use of Lag Sequential Analysis in Counseling Process Research," James W. Lichtenberg uses lag analysis to address the problem of identifying distant (as well as immediate) effects within behavior sequences. The responses used in this analysis did evidence a reliable sequential patterning. In "The Use of Information Theory in Counseling Process Research," Robert Reitz explicates the principles and assumptions underlying the use of information theory and demonstrates the use of Shannon and Weaver's measures of information. (BW)

ED 246 112

Michigan Educational Assessment Program Hand-

book, 1983-84.

Michigan State Board of Education, Lansing.

Pub Date—[83]

Note—111p.; Small print in Appendix B.

Available from—Michigan Educational Assessment Program, P.O. Box 30008, Lansing, MI 48909.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Criterion Referenced Tests, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Quantitative Tests, Reading Tests, \*State Programs, \*Testing Programs, \*Test Interpretation, Test Items, Test Manuals, Test Results, \*Test Use Identifiers—\*Michigan Educational Assessment Program

The Michigan Educational Assessment Program (MEAP) is a statewide testing program in reading and mathematics (with other subject areas tested on a sampling basis). The MEAP tests are administered every fall to all fourth, seventh, and tenth graders. This Handbook was developed to assist educators in analyzing, using, and reporting MEAP test results. It includes a brief overview of the program and description of the MEAP tests, suggested methods, techniques, and strategies for using the results, and a discussion of the appropriate uses of MEAP test results. Also provided is an illustrated explanation of how to read each of the report forms, and explanation of the Proportions Report (Appendix A). The objectives tested, with example test items and a list of item numbers measuring each objective, can be found in Appendix B and Appendix C. Appendix D shows a brochure which has been prepared to describe to a variety of audiences various principles which are highly related to student achievement. A flyer which can be used to help explain the test results to individual students and parents is provided in Appendix E. "Special Notes for Adult Educators" are provided in Appendix F. A list of additional resources can be found in Appendix G. (BW)

ED 246 113

Weed, Keri And Others

Motivational and Metacognitive Aspects of Strategy Use and Transfer.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27,

TM 840 390

1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, Elementary Education, \*Learning Strategies, \*Locus of Control, \*Metacognition, \*Recall (Psychology), Student Motivation

The influences of locus of control, awareness of control and metacognition on the use and transfer of a trained strategy were examined. Specifically, it was hypothesized that internal locus of control would be associated with more strategic performance, and that those children who were able to both accurately assess their performance with and without using the trained strategies and who realized that the effective strategy was responsible for their improved performance would be more likely to maintain and generalize the strategy. Two groups of third and fourth graders were trained to use two differentially effective strategies in a self-paced free-recall task. In addition, one of these groups received monitoring training designed to facilitate awareness of the effects of strategy usage. Results supported the hypothesis that children with knowledge and awareness of factors influencing success and failure will maintain use of a trained strategy. (Author/BW)

ED 246 114

A Multimethod Approach for Establishing the

Passing Score on the Alabama High School Graduation Examination: A Symposium Presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, Louisiana, April 24-26, 1984).

Pub Date—25 Apr 84

Note—58p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Cutting Scores, Educational Policy, Graduation Requirements, High Schools, Measurement Techniques, \*Minimum Competency Testing, \*State Programs, Teacher Attitudes, Testing Programs

Identifiers—\*Alabama High School Graduation Examination, Angoff Methods, \*Standard Setting

These five papers describe the methods, results, and implications of a multimethod approach to the establishment of standards for the three subject areas of the Alabama High School Graduation Examination (AHSGE). James E. McLean introduces the problems and methods involved by identifying three general approaches to scoring procedures found in the literature. These approaches were labeled theoretical, judgmental, and empirical. Robert E. Lockwood discusses the theoretical approach (establishing a passing score independent of exam contents or the examinees' characteristics) using Jensen's probability procedure. Rodney W. Roth explains the judgmental approach: having experts make judgments about test items and objectives. Glennelle Halpin and D. Joyce Steele present the empirical approach: establishing a passing score by evaluating the actual performance of examinees on the examination. Anne C. Hess discusses the policy implications for the standard setting process. During the fall of 1983, the AHSGE was administered statewide for the first time with positive feedback from all involved and a positive impact on improving the quality of education in Alabama. (ES)

ED 246 115

Roeder, Edward D. Carr, Robert A.

Using and Reporting Test Results, Monograph

#1. An Overview, Steps in the Right Direction! Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[82]

Note—15p.; For related documents, see TM 840 397-401.

Available from—MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Assessment, Elementary Secondary Education, Instructional Development, Parent School Relationship, Publicity, \*School Community Relationship, State Programs, \*Student Improvement, Testing Programs, \*Test Results, \*Test Use Identifiers—\*Michigan Educational Assessment Program, Test Reporting

This is the first in a series of six monographs developed to help school district and building staff use

and report Michigan Educational Assessment Program (MEAP) test results. Determining the meaning and use of previous and current test results is a necessary part of a complete reporting process. The two major ways to use MEAP results are student remediation and school instructional planning. Test results should be part of a year-round reporting campaign which delivers a variety of school-related information to interested audiences and helps build credibility and support for the schools. The plan for reporting test results includes three types of reports: (1) a background report to prepare the audience to understand the results; (2) a simple and brief test results report which contains discussion of low or declining scores as well as high or improving scores; and (3) a follow-up report describing actions taken and decisions made. Testing can serve as a vehicle to both improve educational opportunities of students and communicate what is good about schools (as well as the school's commitment to change what isn't good) to important audiences. (BS)

ED 246 116 TM 840 397

Coleman, Geraldine J.

Identifying and Addressing Student Needs. Using and Reporting Test Results, Monograph #2. Steps in the Right Direction!

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[82]

Note—26p.; For related documents, see TM 840 396-401. Portions of Appendix C are marginally legible.

Available from—MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Education, Diagnostic Teaching, \*Educational Assessment, Educational Objectives, Educational Planning, Elementary Secondary Education, Instructional Materials, State Programs, \*Student Evaluation, \*Student Improvement, Teacher Role, Testing Programs, \*Test Results, \*Test Use

Identifiers—\*Michigan Educational Assessment Program

This is the second of six monographs on procedures developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. Because it annually provides student performance information on 10 essential skills in grades 3, 4 and 9, the MEAP test results can be an important aid to teachers in assessing individual student weaknesses for planning both curriculum changes and individualized instruction. Six basic steps for teacher utilization of individual student test results are suggested: (1) use the MEAP Handbook and become familiar with the purpose of MEAP, test content, and expectations for the student; (2) review the appropriate test reports and results to get a clear understanding of the strengths and weaknesses of both individual students and groups of students; (3) set goals and develop a draft plan of action; (4) share the test results and review and revise a plan of action with students, parents, and support staff; (5) put the plan into action using various support materials for mathematics and reading developed by the Instructional Specialist Program of the Department of Education; and (6) evaluate these activities and adjust as necessary. Appendixes contain four worksheets that can be used in the implementation procedures. (BS)

ED 246 117 TM 840 398

Coleman, Geraldine J.

Identifying and Addressing Curriculum Needs. Using and Reporting Test Results, Monograph #3. Steps in the Right Direction!

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[82]

Note—41p.; For related documents, see TM 840 396-401. Portions of appendices are marginally legible.

Available from—MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Curriculum Development, Curriculum Evaluation, \*Educational Assessment, Educational Objectives, Educational Planning, Elementary Secondary Education, \*Instructional Development, Principals, Resource Materials, State Programs, Teacher Role, Testing Programs, \*Test Results, \*Test Use

Identifiers—\*Michigan Educational Assessment

#### Program

This is the third in a series of six monographs developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. These results provide reliable, objective information on the status of basic skills education useful in reviewing and revising the curriculum and instructional program. This review requires preplanning, leadership by the school principal, a MEAP School Utilization Team (which should include teachers from each grade level and/or curriculum area and from each support service), and cooperative involvement of the total instructional staff. There are six major steps in the MEAP process to conduct a curriculum and program review: (1) determine staff expectations by using the objective matrices for reading and mathematics for grades 4, 7, and 10 (Appendix B); (2) examine student performance using student test booklets and MEAP reports; (3) set realistic criterion levels for objectives with low attainment rates and select skill areas for intensive review; (4) examine the current instructional program to determine where MEAP skills are taught; (5) identify weaknesses in the curriculum, instructional program, and/or textual materials and set realistic short and long range goals; and (6) develop a plan of action involving the total instructional staff. Appendixes contain five resource materials. (BS)

ED 246 118 TM 840 399

Coleman, Geraldine J.

Reporting Test Results to Parents. Using and Reporting Test Results, Monograph #4. Steps in the Right Direction!

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[82]

Note—44p.; For related documents, see TM 840 396-401.

Available from—MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Information Dissemination, Models, Parents, \*Parent School Relationship, Parent Teacher Conferences, Resource Materials, State Programs, Student Evaluation, Teacher Role, Testing Programs, \*Test Results, Test Use

Identifiers—\*Michigan Educational Assessment Program, Parent Teacher Association, \*Test Reporting

This is the fourth in a series of six monographs developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. Sharing MEAP test reports with parents gives them information on their child's basic skills and generates parent involvement and support for the school. This sharing should be addressed on two levels: (1) personal level—individual test results shared with the parent(s) of the students tested (Models A and B) by the fourth grade teachers (in elementary schools) and specific staff members (in secondary schools); and (2) school level—general test results of the school shared with all parents and the school community at large (Models C and D) by the general staff under the principal's leadership. For the personal level, Model A outlines procedures for a suggested parent/teacher conference activity, while Model B is a less desirable mailing alternative. For the school level, Model C outlines procedures for a suggested MEAP/PTA meeting, while Model D suggests procedures for a written report to parents and the total community. Planning for both levels should address parental concerns and include staff preparation, review and interpretation of the test results, developing a plan of action, and sharing a report of the findings. MEAP resource materials are included in the appendixes. (BS)

ED 246 119 TM 840 400

Caswell, Martha S. Roeder, Edward D.

Reporting Test Results to the School Board. Using and Reporting Test Results, Monograph #5. Steps in the Right Direction!

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[82]

Note—25p.; For related documents, see TM 840 396-401.

Available from—MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).

Pub Type—Guides - Non-Classroom (055)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Boards of Education, \*Educational Assessment, Educational Planning, Elementary Secondary Education, \*Information Dissemination, Public Schools, Resource Materials, State Programs, Testing Programs, \*Test Results, Test Use

Identifiers—\*Michigan Educational Assessment Program, \*Test Reporting

This is the fifth in a series of six monographs developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. An organized plan facilitates the important task of reporting test results to the school board quickly and accurately. This monograph gives one approach that enables the staff to take the offensive and initiate the reporting process before MEAP results are even returned to the district. This will reduce anxiety and provide a base for developing the districts' comprehensive reporting plan. Three different types of reports to the school board are recommended: (1) a background report on the purposes of MEAP and how the results can be used; (2) a report on actual test results, uses of results in the district, and implications of results (including other measures of achievement); and (3) follow-up reports that present specific ways test results are being used to correct problem areas. While these are not the only usable report techniques, they are effective in focusing the school board's attention on the instructional uses of MEAP, avoiding misleading comparisons with other schools or districts, and assuring the use of MEAP results to help improve student achievement. Appendixes contain resource materials. (BS)

ED 246 120 TM 840 401

Caswell, Martha S. Roeder, Edward D.

Reporting Test Results to the Public. Using and Reporting Test Results, Monograph #6. Steps in the Right Direction!

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[82]

Note—35p.; For related documents, see TM 840 396-400.

Available from—MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Information Dissemination, \*News Media, News Reporting, Publicity, \*School Community Relationship, School Districts, State Programs, Testing Programs, \*Test Results, Test Use

Identifiers—\*Michigan Educational Assessment Program, \*Test Reporting

This is the sixth in a series of six monographs developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. Because the media help shape public opinion, educators need to carefully plan a comprehensive reporting campaign which quickly and accurately gets information on MEAP test results to media representatives. Preliminary steps include: deciding the purposes of communication; selecting goals; and determining the person in the school district primarily responsible for coordinating the communications program, writing news releases, and working with media representatives. This coordinator should establish personal contact at each newspaper, radio, and television station in the school district area. Two types of communications should be made to reporters: (1) a background report before test results are released, focusing on the purpose of MEAP tests and how the results will be used; and (2) a report on actual test results, carefully organized and including other measures of school district achievement. The communications program should be evaluated and modified annually. Any program must be accompanied by appropriate efforts to use MEAP results to review and revise curriculum and instruction. Appendixes contain a MEAP fact sheet, a sample news release, sample data charts, suggested reporting topics, and a reporting campaign planning chart. (BS)

ED 246 121 TM 840 402

Chamie, Mary

National, Institutional, and Household Factors Affecting Young Girls' School Attendance in Developing Societies.

Agency for International Development (IDCA), Washington, DC; International Center for Research on Women, Washington, D.C.



Pub Date—Nov 83

Note—95p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attendance Patterns, Demography, \*Developing Nations, Dropout Rate, Educational Policy, \*Enrollment Influences, Enrollment Rate, Family Influence, Females, Foreign Countries, Grade Repetition, Institutional Characteristics, \*Primary Education, \*Sex Differences, \*Womens Education

Why is it that fewer girls than boys enter and stay in school? What may be done to further increase the school enrollment of girls in developing countries? The answers to these questions constitute the central focus of this paper. It first documents sex differences in primary school participation and wastage rates in developing countries. Participation refers to school enrollment and attendance, and wastage to repeating a grade or dropping out of school. National socioeconomic and demographic characteristics and primary school enrollment levels by sex are then compared. Specific educational policies, institutional factors in the school system, and household factors that have been found by educational researchers to contribute to the lower participation and higher wastage rates for girls are then reviewed. Lastly, policy recommendations are made suggesting ways to increase girls' attendance in primary schools throughout the developing world. The emphasis in this paper is on data disaggregated by sex, on factors that can account for sex differentials, and on policies that will enhance girls' access to primary schools. Policy recommendations discussed in this paper will potentially enhance both girls' and boys' opportunities for primary education; the emphasis, however, is upon recommendations that specifically address the problems of girls. (BW)

ED 246 122

TM 840 403

Koech, Barbara Garner

A Naturalistic Research Design for the Study of Factors Affecting Teachers' Decision-Making.

Pub Date—24 Apr 84

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Some tables have small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Data Analysis, \*Decision Making, \*Diagnostic Teaching, Elementary School Teachers, Primary Education, Reliability, Research Design, \*Research Methodology, Validity

Identifiers—\*Multiple Site Studies, Naturalistic Research, Objectivity, Qualitative Research, \*Triangulation

The study of teachers as decision-makers is a recent paradigm in educational research. This decision-making approach considers the teacher as an active professional engaged in various decision-making activities prior to and during instruction. This paper describes a naturalistic research design employed in a recent dissertation that investigated factors affecting teachers' diagnostic decisions. The objective of the paper is to present this research design as an effective alternative or complement to quasi-experimental designs in the study of factors affecting teachers' decision-making. The research design employed the in-depth and interpretative focus of a multiple case study approach and methodological triangulation within naturalistic settings. Specifically, the basic design of the study was a fixed multiple case study investigation of two experimental groups and no control groups, utilizing repeated measures within a multi-method approach to identify differences among groups rather than any effects of treatment. The multiple case studies employed in this study approach were extremely effective in providing a rich source of qualitative and quantitative data. In addition, the safeguards built into the design ensured the trustworthiness of this data. (Author)

ED 246 123

TM 840 404

Rossman, Gretchen B. Wilson, Bruce L.

Numbers and Words: Combining Quantitative and Qualitative Methods in a Single Large-Scale Study.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

ing of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Data Collection, Educational Improvement, \*Education Service Centers, Information Dissemination, Interviews, \*Research Methodology, Surveys

Identifiers—\*Qualitative Research, \*Quantitative Research, Triangulation

Using qualitative and quantitative methods in a single research project has been the subject of controversy. Purists argue that qualitative and quantitative approaches derive from different, mutually exclusive epistemologic and ontologic assumptions, and cannot be combined. Situationists focus on methodology and assume that data collection and types of evidence flow logically from a particular methodology. Although both approaches may be used in a single study, quantitative and qualitative data cannot be combined. Pragmatists argue for the integration of methods in a single study. The authors agree with the pragmatic view, and further argue that both methods can be used fruitfully for corroboration, elaboration, or initiation, and that neither necessarily takes precedence over the other. To illustrate this point, specific examples of the contributions of qualitative and quantitative methods to corroboration, elaboration, and initiation are presented. They are taken from a large scale, three-year study of regional educational service agencies. The data collection methods included surveys as sources of quantitative data and open-ended interviews and reviews of documents as the primary sources of qualitative information. (BW)

ED 246 124

TM 840 405

Grannis, Joseph C.

Observations of Students' Functioning in Contrasted Settings.

Pub Date—24 Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, \*Cognitive Measurement, \*Cognitive Processes, Data Collection, Elementary Secondary Education, \*Observation, Research Methodology, Time on Task, Validity

Identifiers—\*Bloom's Taxonomy, Ecological Validity

This paper discusses the creation of analytic categories that were applied to behavior in quite different, contrasting settings and that at the same time retained their ecological validity. In Project Follow Through, behavior stream observations were conducted on 20 second-grade children for an entire school day. To study the structure of behavior streams over time, a set of categories was constructed to look at "phase cognitive functioning," or the functions of cognition relative to the main task over successive phases of the behavior stream. In the Secondary Education Through Health (SETH) program, educationally disadvantaged high school seniors spent two mornings a week in a hospital work setting. The technique that evolved for observing the SETH program was a Setting and Behavior Instrument, which refers to functioning with people, data, and things in a particular setting. The data collection procedures used in these two studies represent different ways of defining higher and lower level cognitive functioning and different methods of observing and analyzing their natural occurrences. Between them, the studies appear to confirm the fruitfulness of examining the environmental conditions under which different levels of cognitive functioning occur. (BW)

ED 246 125

TM 840 406

Worthen, Blaine R.

Onsite Evaluation Guidelines and Procedures: A Manual for Onsite Evaluators.

Wasatch Inst. for Research and Evaluation, Logan, UT.

Spons Agency—Utah State Office of Education, Salt Lake City. Office of Curriculum and Instruction.

Pub Date—Feb 83

Note—118p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

ports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Improvement, Evaluation Criteria, \*Evaluation Methods, Evaluation Utilization, Evaluators, Observation, \*Program Evaluation, \*School Visitation

Identifiers—Evaluation Reports, \*Onsite Evaluation, Site Visits

It is the purpose of this manual to present suggested steps and procedures for use by individual onsite evaluators or by the Utah State Office of Education or any other similar agency charged with responsibility for arranging or conducting onsite evaluations. Although many of the examples used in this manual are drawn from materials developed in relation to onsite evaluation of Title IV-C projects (or their earlier precursors, Title III projects), they should have broad applicability to onsite evaluation of virtually any type of educational project. Much of the material in this manual consists of simple procedures and suggestions that represent little more than "common sense"; it is in the spirit of promoting simple and straightforward approaches to onsite evaluation that this manual is offered. It is organized around the following general topics, within which specific procedures and supporting materials are discussed: Onsite Evaluation: An Effective Evaluation Strategy; Rationale for Establishing Onsite Evaluation Guidelines; Pre-visitation Considerations and Activities; Conduct of Onsite Evaluation Activities; Reporting the Results of Onsite Evaluation Visits; Evaluation of Onsite Evaluations; and Stipend and Expense Considerations. Appendixes contain evaluation materials. (BW)

ED 246 126

TM 840 407

Menges, Robert J.

Performance Evaluation of Women and Minority Faculty at a Research University.

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Criteria, \*Evaluation Methods, \*Faculty Evaluation, Higher Education, Interprofessional Relationship, Interviews, \*Minority Group Teachers, \*Women Faculty

An optimal evaluation system should have five features if it is to both stimulate academic work and lead to fair decisions: clear expectations, feedback on performance, formative evaluation, summative evaluation, and differential rewards. Women and minorities were asked about their experiences in relation to these features. None had received anything they regarded as a job description; they suspected that the skill with which they figured out what they were supposed to do was one criterion on which they would be evaluated. These faculty drew conclusions about how well they were doing from internalized personal standards, from institutional information, and from feedback in the wider scholarly community. All informants described themselves as relatively distant from the social circles of their white male colleagues, but they disagreed strongly about the consequences of that distance on their careers. None of the respondents felt they were being rewarded disproportionately because of their race or sex. They felt the equal of, or better than, their white male colleagues, but several said they received fewer rewards and incentives than their colleagues received or deserved. Based on this study, university performance evaluation procedures are not optimal. (BW)

ED 246 127

TM 840 408

Breen, Thomas F., III

Persuasive Data Presentation for a Voluntary School Effectiveness Project.

Pub Date—27 Apr 84

Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Evaluation Utilization, Graphs, Interviews, \*Motivation Techniques, Persuasive Discourse, Profiles, Questionnaires, School Effectiveness, State Programs, \*State School District Relationship, Test Results

Identifiers—\*Connecticut School Effectiveness Project, \*Data Display, Voluntary Participation

In the Connecticut School Effectiveness Project, data are collected on seven characteristics of effective schooling: safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and time on task, frequent monitoring of student progress, and home-school relations. These data are collected through interviews and questionnaires and through a search of school records for achievement and archival information. Since the Connecticut project is essentially voluntary, analyses of the data must be presented as vividly as possible to convince school staff of the need to take corrective action in indicated areas, so that effective action plans will be implemented. This paper describes the various ways the data are displayed to produce a persuasive presentation. These ways include the analysis of the School Effectiveness Interview including the integrated item profile, the School Effectiveness Questionnaire, and the Achievement Profile. Examples of these analytical presentations are included as exhibits. (Author)

ED 246 128 TM 840 409

Jackson, Elaine E. Schuyler, Nancy B.  
Practice Makes Perfect? Skills Gained in Seven Years of Questionnaires.

Austin Independent School District, Tex. Office of Research and Evaluation.  
Report No.—AISD-ORE-83.45

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Available from—Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, \*Questionnaires, \*Research Methodology, School Districts, \*Surveys, Test Construction, Test Format

Based on seven years of surveying students, parents, and educators, the following conclusions were reached: (1) preliminary telephoning of graduates to verify addresses did not produce higher returns from those contacted; (2) cover letters printed on more expensive colored-letterhead stationery did not produce a higher return rate than the same letter photocopied all in black; (3) no differences were found in return rates from graduates whose surveys were mailed to arrive on Wednesday and those whose questionnaires were to arrive on Saturday; (4) fewer responses were received from graduates who received "cute" reminders than from those whose reminders were more businesslike; (5) no difference was found in return rate on parent questionnaires when half were mailed first class and half bulk rate; (6) on computer-printed teacher questionnaires, half of the teachers who returned questionnaires did not respond to the free-response items; and (7) free-response items where blank spaces were left for responses were completed more often by administrators than those where lines were printed in. Additional post hoc findings and an optical-scan form on which to print unique questionnaires are also described. (BW)

ED 246 129 TM 840 410

Fuchs, Douglas. And Others

Prediction of Suboptimal Test Performance among Handicapped Children: An Exploratory Investigation.

Pub Date—Apr 84

Note—19p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Examiners, Experimenter Characteristics, Language Handicaps, \*Performance Factors, Prediction, Preschool Education, \*Rapport, Speech Handicaps, Testing, \*Test Results

Identifiers—\*Examiner Familiarity

This study employed a multiple regression to predict examinees' differential performance when tested by familiar and unfamiliar examiners. Subjects were 32 preschool and school-age handicapped children, each of whom had been tested on the Clinical Evaluation of Language Functions, once by a familiar and once by an unfamiliar tester, within a

crossover design. Teachers' ratings, subjects' self-reports, an anxiety scale, and a sociometric procedure accounted for nearly 40 percent of the variance in differential test performance. Implications for valid assessment of handicapped children are discussed. (Author)

ED 246 130 TM 840 411

Wolfe, Lee M. Ethington, Corinna A.

A Program for Standard Errors of Indirect Effects in Recursive Causal Models.

Pub Date—Apr 84

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Algorithms, \*Computer Software, Hypothesis Testing, \*Path Analysis, Statistical Analysis, \*Statistical Significance

Identifiers—Causal Models, FORTRAN Programming Language, \*Indirect Effects, \*SEINE Computer Program

In his early exposition of path analysis, Duncan (1966) noted that the method "provides a calculus for indirect effects." Despite the interest in indirect causal effects, most users treat them as if they are population parameters and do not test whether they are statistically significant. Sobel (1982) has recently derived the asymptotic distribution of indirect effects. His algorithm involves calculating partial derivatives of indirect effects with respect to structural parameters, which if done by hand is tedious and subject to computational errors. This paper describes a new FORTRAN computer program that provides the causal modeler with standard errors of indirect effects for recursive causal models. The only input data required is a matrix of structural parameter estimates along with their variances and covariances. (Author)

## UD

ED 246 131 UD 022 883

Madrigal, Stasia, Ed.

Field Problems in the South Bronx.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Pub Date—83

Note—16p.

Journal Cit—Research Bulletin; v6 n1-2 Jan-Apr 1983

Pub Type—Collected Works - Serials (022)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, \*Data Collection, \*Family (Sociological Unit), Family Attitudes, Family Environment, \*Field Interviews, Hispanic Americans, Mental Health, \*Puerto Ricans, \*Research Problems, Social Services, Urban Environment, \*Use Studies

Identifiers—\*New York (Bronx)

Articles in this issue of the bulletin of the Hispanic Research Center focus on the problems of collecting demographic and social data in the South Bronx. The introductory article summarizes the contents of this issue. The second (by Lloyd H. Rogler, Osvaldo Barreras, and Rosemary Santana Cooney) is based on the experiences of field workers conducting an intergenerational family study. It describes how interviewers' distrust was mitigated by employing bilingual, culturally adaptable interviewers. The third article (Field Problems in a Multiethnic Survey of Fordham-Tremont Residents...) by William Burger reports a different set of problems: physical safety, adhering to schedule, and White interviewers' biased distrust of minority interviewers. Recommendations made for coping include allowing a reasonably large amount of time for completing interviews, paying particular attention to the number and ethnicity of interviewers, surveying the study area in advance for crime incidence, and soliciting the assistance of neighborhood leaders. The fourth article (by Orlando Rodriguez) presents the preliminary results of the field study whose problems are discussed in the third. It examines the use of social and mental health services by Hispanic, Black, and White residents of the South Bronx. The fifth article ("Innovative Theoretical Formulations of Relevance to Critical Transitions in Family Development," by Yvonne Martinez Ward) describes aspects of the

theories and conceptualizations of family research put forth by sociologist Reuben Hill at a seminar-workshop he conducted in 1982 at the Hispanic Research Center. (KH)

ED 246 132 UD 023 530

Refugee Assistance Extension Act of 1983. October 5, 1983—Committed to the Committee of the Whole House on the State of the Union. Report No. 98-404.

Congress of the U.S., Washington, D.C. House. Pub Date—83

Note—35p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Block Grants, \*Federal Aid, \*Federal Legislation, Government Role, Land Settlement, Medical Services, \*Refugees

Identifiers—Congress 98th, \*Immigration and Nationality Amendments 1983, Immigration Legislation, \*Refugee Act 1980

This report was submitted by the House Judiciary Committee to accompany H.R. 3729, the Refugee Assistance Extension Act of 1983, a proposed amendment to the Immigration and Nationality Act. After listing amendments, the report defines the bill's purpose as the extension for two years of the funding authorization for domestic resettlement activities under the Refugee Extension Act and the promotion of a more effective and coordinated approach to refugee resettlement. It next provides a history of the legislation and an analysis of the bill's four levels of funding (social services, targeted assistance to heavily impacted areas, health screening and initial treatment, and "all other activities"). Following this are discussions of expenditures and auditing, education assistance and transfer of the Office of Refugee Resettlement, responsibilities of voluntary agencies (Volags), medical assistance, and block grants. Next, the four committee amendments are analyzed. Administration testimony on the initial legislation is then reported. Finally, the report concludes with an estimate of the cost, budgetary information, the Congressional Budget Office Cost Estimate, oversight statements, an inflationary impact statement, the Committee's recommendation for enactment, and finally, Chapter 2 of "The Immigration and Nationality Act, Title IV—Miscellaneous and Refugee Assistance," which is printed to include both original and amended language. (KH)

ED 246 133 UD 023 542

Schell, Louis

The Cooperative College Preparatory Program: A Comprehensive Model for School Change. An Interim Report.

California Univ., Berkeley.; Oakland Unified School District, Calif.

Pub Date—Oct 82

Note—56p.; Published by the Cooperative College Preparatory Program.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Black Students, \*College Bound Students, \*College Preparation, \*College School Cooperation, Cooperative Programs, Educational Change, \*Mathematics, \*Minority Groups, Secondary Education

Identifiers—\*California (Oakland), University of California Berkeley

A dual purpose is served in this paper: The creation, organization, and preliminary success of a university/school collaboration are discussed, and the program is simultaneously posed as a model for adoption by other districts and their neighboring universities and colleges. The paper's introduction details the Oakland School District's problems in preparing minority (mostly black) students for college math courses; these problems led the Oakland School District to seek the assistance of the University of California, Berkeley, in 1980. Next, the program's research objectives and basic goals are stated: how it aims to affect the Oakland minority college-bound student, who is to be involved in the program's implementation and maintenance, and how long assistance will last before the schools attain autonomous, regular operation. The basic, three-part structure of the program is described and its goals for school autonomy are further elaborated. Past, present, and projected effectiveness and development is documented by charts, tables, and descriptive analysis showing preliminary and projected student enrollment, school involvement, and signs of acceptance and institutionalization. Con-

cluding the paper is a rationalization of program costs, a funding history/cost summary table, and an appendix in which are collected brief, positive responses to the program from administrators, teachers, counselors, and parents. (KH)

#### ED 246 134 UD 023 565

Cannon, Joan Bartczak, Ed. Smith, Ed. Ed.

Resources for Affirmative Action: An Annotated

Directory of Books, Periodicals, Films, Training

Aids, and Consultants on Equal Opportunity.

Report No.—ISBN-0-912048-28-8

Pub Date—82

Note—190p.

Available from—Garrett Park Press, Garrett Park,

MD 20896 (\$11.95; if prepaid, \$10.95).

Pub Type—Reference Materials - Directories/Cat-

alogues (132)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Affirmative Action, Elementary

Secondary Education, \*Equal Education, \*Equal

Opportunities (Jobs), Equal Protection, Higher

Education, Minority Groups, Racial Discrimina-

tion, \*Resource Materials, Sex Discrimination

This is an annotated directory of literature, films,

training aids, and consultants on personnel and labor

practices related to equal employment and affirma-

tive action issues. It was created to provide the

working affirmative action/equal employment spe-

cialist with information that may facilitate the suc-

cessful implementation of affirmative action pro-

grams in business, industry, government, and edu-

cational institutions. The introduction gives a brief

history of publications in this field—very few existed

before the mid-sixties—and defines key terms such as

"employment opportunity" and "employment dis-

crimination." The directory is organized into the

following six chapters: (I) books, monographs, and

pamphlets; (II) articles; (III) periodicals; (IV) con-

sultants; (V) films and cassettes; (VI) training kits,

programs, and tools. A series of appendices provide

sample forms, procedures, and other information

deemed useful by affirmative action practitioners.

The directory concludes with four indices: name

index of authors and consultants; title index for

books, articles, and periodicals; title index for

films, cassettes, and training kits; index of publishers

and distributors. (Author/KH)

#### ED 246 135 UD 023 616

Forbes, Susan Lidsker, Carol

The Refugee Health Care System: A Background

Paper on Policies, Programs and Concerns.

Refugee Policy Group, Washington, DC.

Spons Agency—Edna McConnell Clark Founda-

tion, New York, N.Y.; Ford Foundation, New

York, N.Y.

Pub Date—Nov 82

Note—51p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Federal Programs, \*Health Needs,

\*Health Programs, \*Medical Services, Program

Costs, Program Descriptions, Program Effective-

ness, Program Improvement, \*Public Health,

Public Policy, \*Refugees, State Programs

Identifiers—Medicaid, \*Refugee Act 1980

This paper provides background information on

existing refugee health policy as spelled out in the

Refugee Act of 1980, consideration that issues in

health and health care have received, and significant

program development that has occurred in address-

ing health care problems. Following the introduc-

tion, Section II describes the following: (1) basic

U.S. policy concerning the refugee public health

system; (2) components of the system (at overseas

camp, ports of entry, and local public health facili-

ties); (3) evolution of the system and corrective ac-

tions taken since 1979 (screenings overseas and at

ports of entry, data collection and information/re-

ports transfer, and domestic screening and assess-

ments); and (4) continuing concerns about the

system in terms of costs and ramifications for public

health in the United States. Section III describes the

domestic refugee health system in terms of basic

policy, components (initial links to the health care

system, follow-up treatment, and funding), and con-

tinuing concerns (the timeliness of the delivery of

health services, the availability of appropriate ser-

vices, and the use of the Medicaid financing me-

chanism and refugee dependency). Conclusions

presented in section IV are that in order to address

the issue of health care for refugees, there needs to

be a better understanding of the problem, clarifica-

tion of goals, analysis of alternatives, and discussion

of the implications of proposed changes.

#### ED 246 136 UD 023 617

Forbes, Susan

The Geographic Distribution of Indochinese Refu-

gees.

Refugee Policy Group, Washington, DC.

Pub Date—Jan 83

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Geographic

Distribution, \*Immigrants, \*Indochinese, Place-

ment, Place of Residence, \*Public Policy, \*Refu-

gees, \*Relocation

This paper presents information regarding the

geographic distribution of Indochinese refugees in

the United States and how it compares to that of the

overall U.S. population and the non-refugee legal

immigrant population. The following information is

reported: Seventy percent of all Indochinese refu-

gees currently reside in 10 States, with one-third of

these living in California. In contrast, 53.8 percent

of overall U.S. population and 80.6 percent of other

immigrants live in these States. This pattern of im-

migrant residency has remained virtually the same

in the past 40 years, as has the proportion of aliens

who have chosen to reside in New York and Califor-

nia—the two most populous States. Further, a num-

ber of immigrant groups are more concentrated than

the Southeast Asians; these include Dominicans,

Mexicans, Filipinos, and Hispanics in general.

Based on these data, it is argued that there are con-

cerns about U.S. placement policy that have little to

do with statistics used to demonstrate "over-con-

centration," and that these underlying issues should

be addressed directly. These issues include: (1) defi-

nition of settlement/placement goals; (2) placement

and self sufficiency; (3) placement and local impact;

(4) initial placement and secondary migration; (5)

timing of placement strategies; (6) factors guiding

placement choices; and (7) roles and responsibilities

of the various agencies concerned with resettlement.

(GC)

#### ED 246 137 UD 023 618

Brief Answers to Frequently Asked Questions

about Refugee Resettlement and Asylum.

Refugee Policy Group, Washington, DC.

Pub Date—Jun 83

Note—24p.; First three pages have small print.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, Costs, Eligi-

bility, Federal Aid, \*Federal Programs, Geo-

graphic Distribution, Government Role, \*Land

Settlement, Private Agencies, \*Public Policy,

\*Refugees, State Programs, Welfare Recipients

Identifiers—\*Asylum, Refugee Act 1980

This document gives brief answers to questions

that are frequently asked about refugee resettlement

and asylum. The topics covered include the follow-

ing: the differences between refugees and asylees;

how refugee admission numbers and allocations are

determined; how refugees are selected; the applica-

tion processing procedure, including changes due to

the Federal Refugee Act of 1980; how actual admis-

sions and proposed numbers compare; Federal aid

available to refugees; Federal agencies responsible

for implementing the refugee program; the role of

private agencies in resettlement; the role of States in

administering the refugee program; refugee welfare

dependency rates; placement policy goals; geo-

graphical distribution of refugees, how this distribu-

tion compares with that of other populations, and

what issues this comparison raises; and program

costs. (CMG)

#### ED 246 138 UD 023 619

Stein, Barry N.

Resettlement of Khmer Refugees in the United

States.

Refugee Policy Group, Washington, DC.

Spons Agency—Edna McConnell Clark Founda-

tion, New York, N.Y.; Ford Foundation, New

York, N.Y.

Pub Date—Nov 82

Note—30p.; Paper presented at a conference on

"Kampuchea in the 1980's: Prospects and Prob-

lems" (Princeton, NJ, November 12-14, 1982).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, \*Adjustment (to Envi-

ronment), \*Cambodians, Educational Attain-

ment, Elementary Secondary Education, \*Group

Experience, Job Skills, \*Land Settlement, Limited

English Speaking, Mental Health, \*Refugees

Because of the lack of research on the Khmer

people in the United States, and because the Khmer

have arrived here so recently, this paper describes

itself as "less a state of the art analysis of Khmer

resettlement and more of a speculation on their con-

dition calling for more research." After an intro-

ductory section, the paper describes the two major

exodus of Khmer refugees to Thailand in 1975

and 1979 and the three waves of refugees resettled

in the United States. The changing characteristics of

the refugees in these three waves are also described.

Following this comes a discussion of differences in

the refugee experiences of the different exodus

groups and resettlement waves, both before and af-

ter coming to this country. (Differences between the

Khmer refugees and traditional refugees are also

discussed.) Four major adjustment problems are ex-

amined: illiteracy and low levels of education; lack

of English language ability; mental health problems;

and poorly transferable occupational skills (in the

context of which the Khmer Guided Placement Pro-

gram is examined). Tables at the end of the docu-

ment provide data on yearly Khmer arrivals

(1975-82), educational levels, English proficiency

levels, and employment status (1975-81). (CMG)

Experience, Job Skills, \*Land Settlement, Limited

English Speaking, Mental Health, \*Refugees

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of English language ability; mental health problems;

and poorly transferable occupational skills (in the

context of which the Khmer Guided Placement Pro-

gram is examined). Tables at the end of the docu-

ment provide data on yearly Khmer arrivals

(1975-82), educational levels, English proficiency

levels, and employment status (1975-81). (CMG)

#### ED 246 139 UD 023 620

Forbes, Susan

Residency Patterns and Secondary Migration of

Refugees: A State of the Information Paper.

Refugee Policy Group, Washington, DC.

Pub Date—Apr 84

Note—42p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Federal Programs, \*Indochinese,

Land Settlement, \*Migration Patterns, \*Place-

ment, \*Public Policy, \*Refugees, \*Residential

Patterns

Identifiers—\*Secondary Migration

This paper synthesizes available research regard-

ing the residence patterns of refugees in the United

States. Information is presented on both initial

placement and secondary migration. The first sec-

tion traces the evolution of U.S. policy and out-

comes from 1945 to the start of the Indochinese

resettlement program in 1975. The second section

focuses on residence patterns of the 1975 Indo-

chinese arrivals and the third section deals with re-



the relationship between schools and the private sector. The Boston Compact partnership program is reviewed as an example of a quid-pro-quo agreement between a school system and a Private Industry Council, and the du Pont initiative is examined in the light of the findings of this paper. It is asserted that "no other initiative affords so good a mechanism for stemming the flow of new entrants into the pool of structural unemployment." (KH)

ED 246 141 UD 023 643

*Kimbrough, Jackie And Others*

**Integration Evaluation Reports: Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) Programs, 1982-83. Publication No. 436, Part I.**

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—291p.; For other sections of the same report, see UD 023 644-646.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Access to Education, \*Desegregation Effects, \*Desegregation Plans, Elementary Secondary Education, Minority Groups, \*Program Effectiveness, Program Evaluation, Racial Relations, Student Attitudes, \*Urban Schools

Identifiers—\*Los Angeles Unified School District CA

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) student integration programs. The evaluation is based on data collected from staff, students, and parents during 1982-83, at schools that are at least 70% non-Anglo. This volume contains three Sections, A-C, out of six in the technical portion of the report. Chapter I introduces the report and provides a history of PHBAO programs. The evaluation design is described as having four analytic approaches: a harms analysis, an implementation analysis, an effectiveness analysis, and an analysis of achievement and attitude data. Chapters II-VIII present implementation and progress data for seven programs—Computer Assistance, Curriculum Alignment, Project Textbooks, Student-to-Student Interaction, Supplemental Counseling, Urban Classroom Teacher Program, and Bilingual Classroom Teacher Program. Chapter IX is concerned with measuring the changes in student attitudes. Chapter X presents findings related to the effectiveness of seven PHBAO programs. Chapters X-XIII presents findings related to the amelioration of the harms of low achievement, lack of access to postsecondary opportunity, interracial hostility and low self-esteem. Chapter XIV presents results of 1982 achievement and attitude tests, and Chapter XV, the overall summary and conclusions. Section B evaluates a program which prepares high school students for acceptance at professional health schools (MED-COR) and Section C evaluates a prekindergarten language development program. (Author/KH)

ED 246 142 UD 023 644

*Alkin, Marvin And Others*

**Integration Evaluation Reports: Magnet, Permits with Transportation, and Year-Round Schools Programs, 1982-83. Publication No. 436, Part II.**

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—246p.; For other sections of the same report, see UD 023 643-646.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Access to Education, Busing, Desegregation Effects, Desegregation Plans, Elementary Secondary Education, Equal Education, \*Magnet Schools, Minority Groups, Postsecondary Education, \*Program Effectiveness, Program Evaluation, Racial Relations, \*School Desegregation, Student Attitudes, \*Student Transportation, \*Year Round Schools

Identifiers—\*Los Angeles Unified School District CA

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) student integration programs. The evaluation is based on data collected from staff, students, and parents during 1982-83 at schools that are at least 70% non-Anglo. This volume contains the last three of six sections in the report's technical por-

tion. Each section focuses on a different program or set of related programs: Section D, Magnet Programs (with primary attention to implementation); Section E, Permits With Transportation and Continued Voluntary Permits, two voluntary transportation/integration programs; and Section F, the Year-Round School Program, an effort to relieve student over-crowding. For each program the Prologue describes the geographic area it serves and its political context at district, State, and Federal levels. Program history, an overview of its offerings, the methodology used to conduct the study, and findings are also provided for each program. Outcomes are discussed in terms of four areas (related to the four "harms of racial isolation" identified in the Crawford decision): achievement, attitudes toward school, post-secondary opportunities, and social interaction among students of different ethnic backgrounds. (Author/KH)

ED 246 143 UD 023 645

*Atwood, Nancy And Others*

**Integration Evaluation Reports: Appendix A.**

**Year-Round Schools Sub-Studies, 1982-83. Publication No. 436, Part III.**

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—83p.; For other sections of the same report, see UD 023 643-646.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Educational Opportunities, Elementary Secondary Education, \*Enrollment, Parent Attitudes, \*Program Effectiveness, Program Evaluation, \*School Desegregation, School Schedules, Student Attitudes, Urban Schools, \*Year Round Schools

Identifiers—\*Los Angeles Unified School District CA

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) student integration programs. The evaluation is based on data collected from staff, students, and parents during 1982-83 at schools that are at least 70% non-Anglo. This volume contains the first of two appendices related to studies reported in the first two volumes. Appendix A, Section A, describes a sub-study of instruction in Year-Round Schools (YRS) in the district conducted during the 1982-83 school year. Chapter I describes the establishment of the program in order to relieve overcrowding in schools and provides a history of the larger study, which began in 1980. It also provides an overview of the sub-study design and objectives (to compare YRS student achievement levels with students on traditional schedules, and to define the nature of instruction in year-round schools). Chapter II presents the sub-study methodology, which targeted fifth graders, and Chapter III consists of findings and recommendations. It is reported that no systematic achievement differences between YRS and traditional students exist, and that the performance of YRS students tended to improve after beginning the program. Appendix A, Section B, assesses the attitudes of parents at YRS schools. Using a revised questionnaire, this study reports parent/student attitudes that are more favorable than those documented in earlier years. Section B concludes with a collection of supplementary tables containing response statistics. (KH)

ED 246 144 UD 023 646

**Integration Evaluation Reports: Executive Summaries and Evaluation Designs, 1982-83. Publication No. 437.**

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—194p.; For other sections of the same report, see UD 023 643-645.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Bilingual Education, Busing, Elementary Secondary Education, \*Evaluation Methods, Magnet Schools, \*Minority Groups, \*Program Effectiveness, Program Evaluation, \*School Desegregation, School Readiness, Student Transportation, Vocational Education, Year Round Schools

Identifiers—\*Los Angeles Unified School District CA

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo

(PHBAO) student integration programs. The analysis is based on data collected from staff, students, and parents during 1982-83 at schools that are at least 70% non-Anglo. This volume, in eight sections, discusses and summarizes evaluation findings. Section A describes the implementation of seven programs: Bilingual Classroom Teacher Program, Urban Classroom Teacher Program, Computer Assistance, Curriculum Alignment, Project Textbook, Student-to-Student Integration Program, and Supplemental Counseling Program. It then analyzes overall program effectiveness and results of the School Attitude Measure administered in program schools. Throughout, four analytic approaches are employed: a harms analysis, an implementation analysis, an effectiveness analysis, and an analysis of achievement and attitude data. Sections B-D summarize evaluations of these programs, respectively: Section B, MED-COR, a high school health profession-preparation PHBAO program; Section C, School Readiness Language Development, a pre-kindergarten program; and Section D, Voluntary Integration (transportation) and Year Round Schools programs. Sections E and F describe evaluation designs of all studies conducted. (All of these programs and studies are discussed in greater detail in other volumes of this report.) (Author/KH)

ED 246 145 UD 023 658

*Tom, David Cooper, Harris*

**Academic Attributions for Success and Failure among Asian Americans.**

Pub Date—Apr 84

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Asian Americans, \*Attribution Theory, Elementary Secondary Education, \*Failure, Females, Lower Class Students, Males, Middle Class Students, Racial Differences, Sex Differences, Social Differences, \*Student Characteristics, \*Success, \*Teacher Attitudes, Teacher Influence, Whites

In a study of academic attribution patterns, teachers were asked to suggest causes for the successes and failures of students whose backgrounds had been manipulated to provide various combinations of social class (middle, lower), race (White, Asian American), and gender. It was found that teachers cited causes internal to the student more often for success than failure, and teacher-related causes more frequently for failure than success. It was also found that the more similar the student's background to the teacher's, the more likely the teacher was to "count" the student's successes and "discount" the failures. Middle class White successes were more likely to be attributed to internal stable causes than were Asian and lower class successes. White female successes were more likely than failures to be attributed to stable effort causes, while White male and Asian student data did not reveal this difference. Also, teachers took more responsibility for Asian females' failures than successes and for Asian males' failures than Asian males' failures. Overall, student background results provided ambiguous evidence concerning whether prior expectations or outgroup prejudice, or both, influence attributions. Lower class students, a low expectation outgroup, showed the least favorable attribution pattern. Asians, a high expectation outgroup, showed more favorable attributions than lower class students but less favorable patterns, relative to middle class Whites, than prior expectations might have predicted. (CMG)

ED 246 146 UD 023 660

*Jung, Richard K. Stonehill, Robert M.*

**Big Districts and the Block Grant: A Cross-Time Assessment of the Fiscal Impacts. Draft.**

Spons Agency—Education Analysis Center for State and Local Grants (ED), Washington, DC.

Pub Date—Apr 84

Contract—300-82-0230

Note—26p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Available from—Advanced Technology, Inc., 600 Maryland Avenue, S.W., Washington, D.C. 20004 (\$5.00).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Block Grants, Categorical Aid,

Comparative Analysis, Elementary Secondary Education, \*Federal Aid, \*Private School Aid, \*Public Schools, Resource Allocation, \*School Desegregation, School District Spending Identifiers—\*Education Consolidation Improvement Act Chapter 2, \*Large School Districts

The impact of the Chapter 2 block grant on large cities and districts was assessed through a comparison of school district funding and spending in the two years before and the two years after block grant implementation. In terms of fiscal effects and patterns, it was found that: (1) the 28 districts studied experienced smaller cuts in the two years after implementation than in the year before it, (2) substantial funding cuts did occur in some of the districts, and (3) second year block grant funding levels showed considerable stability (with some exceptions). In the area of desegregation, 16 of the 24 districts that had Emergency School Aid Act (ESAA) funds in fiscal year 1981 spent at least part of their Chapter 2 funds on desegregation-related activities in 1983-84. Overall, desegregation-related projects accounted for 19 percent of Chapter 2 funding. The money spent on such projects in 1983-84 was, however, only approximately one-quarter of the amount spent two years earlier with ESAA funding. Finally, approximately 14.3 percent of the total Chapter 2 allocations in 1983-84 provided services for private school students; it appears that this was proportionately more than under the antecedent programs. (CMG)

**ED 246 147** UD 023 663  
Labor Policy, Minorities, and Youth.

Lincoln Inst. for Research and Education, Washington, DC.

Pub Date—83

Note—87p.; A research symposium cosponsored by the Lincoln Institute for Research and Education and the "Journal of Labor Research" (Washington, DC, April 6, 1982).

Available from—Lincoln Institute for Research and Education, 1735 DeSales St., N.W. Washington, DC 20036 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Reports - General (140) — Opinion Papers (120)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Black Employment, \*Civil Rights Legislation, \*Educational Policy, Elementary Secondary Education, Employment, Employment Programs, Equal Education, Equal Opportunities (Jobs), \*Federal Programs, Higher Education, \*Labor Legislation, Labor Market, Minimum Wage Legislation, \*Minority Groups, Public Policy, Racial Discrimination, \*Youth Employment

Identifiers—\*Davis Bacon Act

The central theme of the papers presented in this symposium is that the labor market for minorities and youth does not appear to function properly because of structural impediments (often caused by government regulations meant to help minorities) and that these impediments must be identified and effective remedies proposed. Following an introduction by James T. Bennett, Ann Wortham's paper considers the role of discrimination and the conflicts created when discrimination is addressed by legislative fiat; a comment by Paul H. Rubin follows. Then, William A. Keyes focuses on the minimum wage and on the Davis-Bacon Act and how its provisions limit employment opportunities; the Keyes paper is followed by comments from Walter E. Williams and James E. Pearce. Wendell Wilkie Gunn surveys a variety of techniques used by government to regulate public sector employment which have a particularly onerous effect on minority employment; this paper is commented upon by James R. Barth and Thomas J. DiIrenzo. Finally, Clarence Thomas discusses the role of human capital generated in the educational process as an important determinant of employment opportunities; John Raisian and Dan C. Heldman comment on the final paper. (CMG)

**ED 246 148** UD 023 664  
Minority Participation in the Media. Hearings

before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce, House of Representatives, Ninety-Eighth Congress, First Session, September 19 and 23, 1983, Serial No. 98-93.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Pub Date—84

Note—282p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Equal Opportunities (Jobs), \*Government Role, Hearings, \*Mass Media, \*Minority Groups, \*Programming (Broadcast), \*Stereotypes Identifiers—Congress 98th, \*Deregulation, Ownership

The focus of these hearings was on the impact of proposed broadcast deregulation on issues related to minorities in the media—namely, minority programming, the portrayal of minorities in the media, minority ownership of media properties, and equal employment opportunities within the communications industry. Testimony was given by representatives of minority and nonminority organizations concerned with the communications industry, by representatives of media properties, and by a representative of the Federal Communications Commission. (CMG)

**ED 246 149** UD 023 666

Improving Student Performance in California:

Analysis of First Year's Education Legislation.

Berman, Weiler Associates, Berkeley, CA.  
Spons Agency—California Roundtable, San Francisco.

Pub Date—Sep 83

Note—85p.; For a related document, see ED 239 759.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Standards, Administrator Qualifications, Cooperative Programs, \*Educational Improvement, \*Educational Policy, Elementary Secondary Education, Personnel Evaluation, Policy Formation, Principals, School Business Relationship, Staff Development, \*State Legislation, Teacher Certification

Identifiers—California, \*California Roundtable, \*Senate Bill 813 (California 1983)

The California Roundtable (CRT) played a critical role in the shaping and passage of California's Senate Bill 813 (SB 813), the State's major education reform legislation enacted in July 1983. This working paper analyzes the content of the legislation, assesses its likely impact on student performance, and recommends steps the CRT (a consortium of business executives) might take to support improved student preparation in California. It is predicted that the new law will have a measurable effect on performance. And although student preparation for college and work may thus improve somewhat, additional legislative and non-legislative steps, the report holds, must be taken to bring the State's students up to an acceptable level. If the Roundtable chooses to remain active in helping to improve student performance, it should—according to this assessment—support legislation that: funds SB 813's reforms for 1984-85 and beyond; establishes essential personnel reforms omitted from SB 813; and strengthens measures that are included in SB 813 in incomplete or weakened form. Moreover, the Roundtable should actively seek long term solutions to the problem of providing adequate and stable financing for the public schools. Finally, in the non-legislative area, the Roundtable is encouraged to support the current plans of the Joint Business-Education Task Force on Mathematics and Science Education, and the establishment of a network of effective business/community/education programs. Extensive appendices to this report include (A) Reform provisions of SB 813; (B) Comparison of CRT legislative agenda with SB 813; and (C) the authors' recommendations for a new teacher certification process and a new principal selection and evaluation process. (Author/GC)

**ED 246 150** UD 023 669  
Malcom, Shirley M.

Is Educational Equity Being Addressed in Proposed Standards for Students, Teachers and Schools?

Pub Date—26 Apr 84

Note—8p.; Paper presented at the annual conference of the American Educational Research Association (New Orleans, LA, April 26, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Standards, \*Educational Improvement, Educational Quality, Elementary Secondary Education, \*Equal Education, Evaluation Criteria, \*Government Role, Handicap Dis-

crimination, \*Nondiscriminatory Education, Racial Discrimination, Sex Discrimination

Equity was an invisible issue in the recent reports calling for higher pre-college standards and increased Federal spending on education. Although usually mentioned, equity was part of the (political) rhetoric, not a concrete goal. In "A Nation at Risk," for example, minority and handicapped students are discussed, but with the implication that their different needs lead to different educational outcomes. The terms "gender," "sex," or "female" do not even appear in the report. In many reports, recommendations are not always based on economic and political realities, awareness of bias, or past history. Calls are made for greater government participation at a time when Federal interest in educational spending is declining. Curriculum suggestions fail to address the facts that coursework, for instance, should be bias-free, and that different students learn in different manners. Alternative the educational fate of minorities and females is often decided before high school, most reports focus solely on secondary education. In short, "equity" must be a key term in standard formulation; recommendations mean nothing without financial backing; and the educational system is in so complex a dilemma that easy solutions are impossible. (KH)

**ED 246 151** UD 023 670

Warfield, John L.

NCAA Rule 48, Black Leaders, and Collegiate

Student-Athletes' Bill of Rights: A Critique.

African and Afro-American Studies and Research

Center Papers: Series 2, Number 6.

Texas Univ., Austin. African and Afro-American

Studies and Research Center.

Report No.—ISBN-0198-926X

Pub Date—May 84

Note—25p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Admission Criteria, \*Athletes, Athletics, \*Black Students, Equal Education, Higher Education, Remedial Programs, Student Adjustment, Student Financial Aid, \*Student Rights

Identifiers—\*National Collegiate Athletic Association Rule 48

The National Collegiate Athletic Association's (NCAA) Proposition 48 would establish minimum test scores and high school grade averages as prerequisites for participation in college sports. Black leaders have protested this new rule as discriminatory. Blacks were not included on the committee that formulated this proposition, and the structural and functional bias of SAT-type tests against Afro-American students was not considered. But the motive of the NCAA was probably not to deliberately lessen the dominance of black athletes, as some black leaders have suggested. It was, rather, one effort to proclaim and redeem some control over powerful athletic machines. The "Collegiate Student-Athletes' Bill of Rights," created by sociologist Harry Edwards, is an admirable, comprehensive document that provides conceptual guidelines and a modicum of protection for the student athlete. However, mandatory five-year scholarships, "redshirting," and other proposals contained within the 10 points of the "Bill" easily could be abused. Proposed remedial education programs might be inadequate in redressing the years of deficient education undergone by low-income blacks before entering college. The "Bill of Rights" could be strengthened, but not without acknowledging the degree to which the amateur college system has been professionalized into a sports entertainment system. The exploitation of black athletes will not be remedied through traditional means. (KH)

**ED 246 152** UD 023 671

Rist, Ray C.

Language and Literacy: An Overview of Policies

and Programs in Five OECD Member Countries.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—Dec 79

Note—47p.; Paper prepared in connection with the OECD/CERI Project on the "Financing, Organization and Governance of Education for Special Populations."

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Cultural Pluralism, Educational Finance, \*Educational Policy, \*Elementary Secondary Education, Ethnic Groups, \*Foreign Countries, Governance, Gov-

ernment Role, \*Immigrants, Indigenous Populations, Language Planning, \*Literacy Education, Minority Groups, Multicultural Education, Public Policy

Identifiers—Canada, France, Spain, United Kingdom, West Germany

This paper describes the results of a study conducted by the Center for Educational Research and Innovation regarding language policies and programs in five countries which belong to the Organization for Economic Cooperation and Development: Canada, France, Spain, the United Kingdom, and West Germany. Part I explains the study's focus on language diversity and how it is addressed within the educational systems of the countries studied. It is assumed that the role ascribed to language is a key one to a better understanding of the position of various cultural groups in a society. The study methodology and content are described. (A set of simultaneous case studies were taken, each developed according to a common frame of reference.) Part II discusses the distinctions drawn between each country for the purpose of analysis: historical and ecological considerations; geographical boundedness versus dispersal; time the special population has been within the national boundaries; government policy on culture and language; the permanence/impermanence of the language/cultural minority group; and governmental policymaking (centralized versus decentralized). In Part III, the data from all five countries are analyzed collectively in relation to three themes—organization, finance, and governance. A postscript reiterates that language and literacy policies accurately reflect social and political conditions. A concluding section recommends areas for further study. (KH)

ED 246 153

UD 023 673

Reynolds, Wm. Bradford

S.2568—"Civil Rights Act of 1984." Statement of [the] Assistant Attorney General, Civil Rights Division, before the Committee on the Judiciary, Subcommittee on Constitution, United States Senate.

Department of Justice, Washington, D.C.

Pub Date—5 Jun 84

Note—24p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Civil Rights Legislation, \*Equal Education, \*Federal Aid, \*Federal Legislation, \*Federal State Relationship, Government Role, Nondiscriminatory Education, Postsecondary Education, Racial Discrimination, Sex Discrimination

Identifiers—Grove City College v. Bell, Proposed Legislation, \*Reagan Administration, \*Title IX Education Amendments 1972

This statement paper presents the Department of Justice views on S.2568, the "Civil Rights Act of 1984." It begins with an affirmation of the administration's equal resistance to discrimination and intrusive expansion of Federal power, but asserts that recent legislation has created unnecessary conflict between these objectives. The paper then argues that the Supreme Court's decision in "Grove City College v. Bell," which held Title IX of the Education Amendments of 1972 to be program-specific in its coverage, was correct. There then follows an explanation of why the wording of S.2568, which was conceived as an attempt to broaden Title IX's coverage, is poorly drafted. It is argued (1) that the term "recipient," as used in the bill, is open to the broadest possible interpretation, (2) that the bill would expand coverage without adequately explaining how the statutes are to be enforced, and (3) that S.2568, as worded, would create serious administrative complexities for Federal agencies that are already over-burdened with paperwork. It is also held that enforcement, implementation, and probable litigation costs would be staggering to the Federal government. (KH)

ED 246 154

UD 023 677

Nelli, Humbert S.

From Immigrants to Ethnic: The Italian American.

Report No.—ISBN-0-19-503200-4

Pub Date—83

Note—225p.

Available from—Oxford University Press, 200 Madison Avenue, New York, NY 10016 (\$24.95).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), Cultural Background, Economic Status, Ethnic Distribution, Family (Sociological Unit), \*Immigrants, \*Italian Americans, Politics, \*United States History, Urban Population

Identifiers—\*Italy

A sociological, political, and cultural history of Italians in America, this book's chapters discuss (1) Italian explorers, intellectuals, and artisans who participated in the settlement and establishment of the United States; (2) socioeconomic conditions in nineteenth century Italy that led to mass emigration; (3) the distribution of Italian immigrants around the United States and their particular concentration in cities; (4) the socioeconomic life of Italians in American cities until World War I; (5) economic adjustment of Italians to American labor and employment opportunities before 1920; (6) the politics of the Italian urban districts and the centrality of the "machine"; (7) cultural and social life in Italian communities; (8) impact of immigration upon Italian family life before 1920; (9) roles of Italians in American culture and public life between the world wars; and (10) emergence of the ethnic Italian American after World War II. The book concludes with an annotated bibliography. (KH)

ED 246 155

UD 023 678

Stepick, Alex

Haitians Released from Krome: Their Prospects for Adaptation and Integration in South Florida. Dialogue #24.

Spons Agency—United States Catholic Conference, Washington, D.C.

Pub Date—2 Mar 84

Note—48p.; Also supported by a grant from the Catholic Community Services of the Archdiocese of Miami.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), \*Economic Status, Employment Opportunities, \*Employment Problems, \*Haitians, Job Skills, Labor Needs, Language Proficiency, \*Migrant Problems, Migrant Workers, \*Social Adjustment, Social Discrimination, Social Isolation, \*Undocumented Immigrants

Identifiers—\*Florida (Miami)

This report examines the situation of the Haitians in Miami who were formerly incarcerated at the Krome Detention Center or other Federal detention centers in the United States or Puerto Rico. The report is based upon a 1983 survey of 150 "Krome Haitians"; intensive anthropological fieldwork results are also included. The socioeconomic and cultural adjustment conditions affecting this population are described. These include background in Haiti, experiences in the United States, past and present employment status, experience with discrimination, and adaptation to American society. The report notes that neither the Krome Haitians nor earlier arriving Haitian entrants conform to the common negative stereotypes (unskilled, uneducated, and rural). Nevertheless, the Krome Haitians are found to be less skilled, less educated, and more rural than the Haitian entrants who arrived before 1981. The social isolation and employment problems that result from the changing characteristics of Haitian immigrants are discussed. Particularly emphasized is the relatively high proportion of Krome Haitians that has been forced into the "secondary sector" of the economy—with 48 percent of the Krome group earning less than the minimum wage. The report concludes with some specific policy recommendations to State and local agencies and individuals that will assist the Haitians' integration into American society. Also included are 27 statistical tables. (Author/KH)

ED 246 156

UD 023 679

Borjas, George, Ed. Tienda, Marta, Ed.

Hispanics in the Labor Force: A Conference Report.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—82

Note—459p.; For individual papers, see UD 023 680-687.

Pub Type—Reports—Research (143) — Collected Works—Proceedings (021)

EDRS Price—MF01/PC19 Plus Postage.

Descriptors—\*Birth Rate, Black Employment, Comparative Analysis, \*Dropouts, Educational

Attainment, Foreign Workers, Higher Education, \*Hispanic Americans, Immigrants, Labor Force, Labor Supply, Secondary Education, \*Undocumented Immigrants, \*Unemployment, \*Wages, Whites, Youth

Identifiers—Private Sector, Public Sector

Hispanics in the U.S. labor force are the subject of the studies in this volume. After an introduction by George J. Borjas and Marta Tienda, the first three papers focus on the same issue: the determination of wage rates for Hispanics and comparison of Hispanic and non-Hispanic wage rates. Cordelia Reimers compares the situation for Black, White, and Hispanic males; John Abowd and Mark Killingsworth examine the situation in the Federal and non-Federal sectors; and Steven Myers and Randall King look at youth wage rates. In subsequent papers, Gregory de Freitas examines differences in both the incidence and duration of unemployment among Hispanic men and between Hispanic and non-Hispanic Whites; Stanley Stephenson, Jr., focuses on how individual and market characteristics influence the unemployment rates of Hispanic youth; Neil Fligstein and Roberto Fernandez compare the determinants of high school completion for Mexican-Americans and Whites; and Frank Bean, Gray Swicegood, and Allan King consider how the high fertility rate of Hispanic women influences their labor market behavior and whether nationality produces different patterns of fertility-labor market relationships among Mexican, Puerto Rican, and Cuban-origin women. Finally, Harley Browning and Nestor Rodriguez deal with the process by which undocumented Mexican workers integrate themselves into U.S. society and its labor market. (CMG)

ED 246 157

UD 023 680

Reimers, Cordelia

A Comparative Analysis of the Wages of Hispanic, Black, and Anglo Men.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Sep 82

Grant—21-34-78-60

Note—59p.; Also contained in UD 023 679; Revised version of a paper presented at the Hispanic Labor Conference (Santa Barbara, CA, February 4-5, 1982).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Blacks, Comparative Analysis, Cubans, Equal Opportunities (Jobs), \*Ethnic Discrimination, \*Hispanic Americans, Immigrants, \*Individual Characteristics, Males, Mexican Americans, Puerto Ricans, \*Salary Wage Differentials, \*Whites

Identifiers—Survey of Income and Education

This paper details the factors contributing to the wage structure of Hispanic men and compares the wages of Black and Anglo men. The major finding is that controlling for differences in observable personal characteristics—such as education and work experience—substantially reduces the wage differences between Hispanics and Anglos. For example, among Mexicans the observed wage differential for men is about 30 percent. Yet once the differences in personal characteristics are controlled for, the differential drops to 6 percent. This remaining 6 percent differential is attributed to labor market discrimination. After controlling for differences, the differential attributable to discrimination for Puerto Rican males is 18 percent, for Black males 14 percent, and for "other Hispanic" males 12 percent. The Cuban-Anglo differential can be completely explained by differences in observable personal characteristics, especially recency of arrival in the United States and language handicaps. These factors, along with low education and discrimination, also seriously handicap Puerto Rican men. Other findings include the following: (1) Mexican and "other Hispanic" men have significantly lower wages in States where Hispanics are a large fraction of the population; and (2) minority men (except U.S. Mexican-Americans) have lower wage returns to education than Anglos. (CMG)

ED 246 158

UD 023 681

Abowd, John M. Killingsworth, Mark R.

Employment, Wages, and Earnings of Hispanics in the Federal and Non-Federal Sectors: Methodological Issues and Their Empirical Consequences.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.



Pub Date—Sep 82  
Grant—21-36-78-61  
Note—84p.; Also contained in UD 023 679.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Blacks, Comparative Analysis, \*Equal Opportunities (Jobs), \*Ethnic Discrimination, Federal Government, Females, \*Government Employees, \*Hispanic Americans, Males, Racial Differences, Research Methodology, \*Salary Wage Differentials, Sex Discrimination, \*Statistical Analysis, Whites

Identifiers—\*Private Sector, Survey of Income and Education

This paper has two purposes: (1) to examine whether Puerto Ricans, non-Puerto Rican Hispanics, and Blacks suffer substantial wage discrimination relative to comparable Whites; and (2) to examine the extent to which employers in the Federal and non-Federal sectors discriminate by race or ethnicity in making wage offers. After a discussion of economic theory underlying the statistical models employed, the 1976 Survey of Income and Education are subjected to direct, reverse, and structural regression analysis. In addition, data from the Federal Government Central Personnel Data File are subjected to direct and reverse regression analysis. Overall, the results of the three analysis techniques support the following findings: (1) minority women do not generally suffer substantial wage discrimination relative to comparable Whites; (2) minority men may suffer discrimination in terms of both wage offers and actual average wages, and estimates of the magnitude of both kinds of discrimination may be subject to serious measurement error bias; and (3) wage discrimination against minority males (particularly Blacks) is greater in the Federal than in the non-Federal sector, while earnings discrimination against minority males (particularly Blacks) is smaller in the Federal than in the non-Federal sector. (CMG)

ED 246 159 UD 023 682

Myers, Steven C. King, Randall H.  
Relative Earnings of Hispanic Youth in the U.S.

Labor Market.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Sep 82

Grant—1-RO-HD-15435-01

Note—48p.; Also contained in UD 023 679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Youth, Comparative Analysis, Educational Attainment, Equal Opportunities (Jobs), Ethnic Discrimination, Higher Education, \*Hispanic Americans, Individual Characteristics, \*Salary Wage Differentials, Secondary Education, Sex Differences, \*Whites, \*Youth Employment

Identifiers—National Longitudinal Survey Youth Labor Market Ex

The presence of substantial earnings differentials in the youth labor market provides the motivation for this paper, which considers the financial position of Hispanic youth vis-a-vis non-Hispanic White and Black youth. Two fundamental measures of labor market success—average hourly earnings and salary earnings over a year—are employed as dependent variables in the analysis. Before adjusting for differences in observable characteristics among the groups, Hispanics fell between Whites and Blacks in terms of earnings. After adjusting for differences, Hispanics were closer to Whites. A major difference among the groups was education, an important determinant of earnings; among employed Hispanic youth, however, almost three-fifths of the males and over a third of the females were dropouts. Post-school experience was also an important determinant of earnings. In-school experience has positive effects on yearly earnings, while post-school training was a significant determinant of hourly earnings for men (except Mexican-origin men). Hispanics living in the South or in high unemployment areas did worse than the older groups, while married Hispanic men had higher hourly and yearly earnings than unmarried men. Finally, although the analysis shows no more labor market discrimination against Hispanic women than against White women, it suggests that Hispanic males would earn 7 percent more hourly if they were not discriminated against. (CMG)

ED 246 160 UD 023 683

DeFreitas, Gregory  
Ethnic Differentials in Unemployment among His-

panic Americans.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Sep 82

Grant—1-R01-HD-15435-01

Note—59p.; Also contained in UD 023 679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Cubans, Educational Attainment, \*Ethnic Discrimination, \*Hispanic Americans, Immigrants, \*Individual Characteristics, Latin Americans, Males, Mexican Americans, Migrants, Puerto Ricans, \*Racial Differences, Secondary Education, \*Unemployment, \*Whites

Identifiers—Survey of Income and Education

Differences in the incidence and duration of unemployment among Hispanic men and between Hispanics and Anglos were analyzed statistically. The investigation found that Hispanics were far more likely to be unemployed one or more times in 1975 than were Anglos. Differential treatment played a significant role in the higher unemployment of Hispanics, but differences in worker characteristics were far more important. There were substantial differences in unemployment among Hispanic ethnic groups: Mexican, Puerto Rican, and Cuban men had a higher incidence and longer average duration of unemployment than Central and South Americans and "other Hispanics." For Mexicans, lower schooling levels were the single most important factor. For Puerto Ricans, the large inflow of recent, increasingly rural, and unskilled Puerto Rican migrants contributed to their higher unemployment rate. Low education levels played an influential but secondary role. Cuban men were especially vulnerable, with higher probabilities of unemployment and multiple jobless spells than the other Hispanics. (CMG)

ED 246 161 UD 023 684

Stephenson, Stanley P., Jr.

Labor Market Turnover and Joblessness for Hispanic American Youth.

Pub Date—Sep 82

Note—44p.; Also contained in UD 023 679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, Educational Attainment, Family Income, Higher Education, \*Hispanic Americans, \*Individual Characteristics, Labor Market, \*Labor Turnover, Marital Status, \*Sex Differences, Statistical Analysis, \*Unemployment, \*Youth Employment

Identifiers—National Longitudinal Survey Youth Labor Market Ex

Using data from the National Longitudinal Survey of Youth's continuous work history files, this paper examines how individual and market characteristics influence the unemployment rates of Hispanic youth. The results show that family income, marital status, post-school vocational education, age, and local unemployment rates significantly influence unemployment, especially among women. Hispanic youth joblessness rates are found to be quite high, between 30 percent and 40 percent, due primarily to relatively long spells of nonwork after a job loss. Sex differences in labor turnover results are also found, primarily due to the fact that female nonwork duration is nearly 50 percent longer than that of young Hispanic males. (CMG)

ED 246 162 UD 023 685

Fligstein, Neil Fernandez, Roberto M.

Educational Transitions of Whites and Mexican Americans.

Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—Sep 82

Note—52p.; Also contained in UD 023 679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Cultural Differences, \*Educational Attainment, \*Family Characteristics, Higher Education, \*High School Graduates, \*Institutional Characteristics, \*Mexican Americans, Models, Secondary Education, \*Whites

Identifiers—National Longitudinal Survey Youth Labor Market Ex

Using a model of educational attainment modified to take the Mexican-American experience into account, data from the 1979 National Longitudinal Study were analyzed in an attempt to identify factors important to high school graduation for Mexican-Americans and Whites. Findings show that,

among Whites, the general factor of family background—especially parental education—appears to be the major determinant of educational attainment. Also, those White students with foreign-born fathers finish high school more frequently and those with either parent foreign born enter college more frequently. Positive school effects in this group include higher teacher-student ratios and private school attendance, with the latter affecting college attendance as well as high school completion. On the negative side, Whites stay in school a shorter time and finish high school less often when Blacks and Hispanics are present. For Mexican Americans, general family background factors are also important: large family size and low parental education are related to poor school attendance and to delay, while mother's education significantly increases the likelihood of high school completion. The foreign-born are less likely to be in school and more likely to be delayed. However, having a foreign-born mother has a positive effect on educational attainment among Mexican American youth. No patterns emerge from school and social environment measures. (CMG)

ED 246 163 UD 023 686

Bean, Frank D. And Others

Fertility and Labor Supply among Hispanic American Women.

Spons Agency—Texas Univ., Austin. Population Research Center.

Pub Date—Sep 82

Note—37p.; Also contained in UD 023 679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, Cubans, \*Employed Women, Females, \*Hispanic Americans, \*Labor Supply, Language Proficiency, Mexican Americans, \*Mothers, Parent Role, Predictor Variables, Puerto Ricans, \*Role Conflict

Identifiers—Survey of Income and Education

This paper considers the effects of fertility on the labor supply of Cuban, Mexican, and Puerto Rican women in the United States. Drawing on the notion of "role incompatibility"—the degree to which the joint provision of child care and work are in conflict—the study examines whether having characteristics that increase the likelihood of participation in the secondary-type of labor market mitigates the effects of fertility on labor supply. The nature of the labor market to which these women might have access is indexed by the women's English proficiency, generational status, educational level, and husband's income level. In addition, the effects of the presence in the household of older children and other adults are considered. Results indicate that all of these variables are significant in their interactions with fertility. Further, although there are differences among the groups, in general the pattern of results is consistent with the prediction derived from the role-incompatibility hypothesis: high fertility will depress the female labor supply if and when women are placed in situations where they must choose between mothering and employment. Cuban American women seem to be less deterred from working by the presence of children in proportion to higher socioeconomic status and greater English proficiency. (CMG)

ED 246 164 UD 023 687

Browning, Harley L. Rodriguez, Nestor

The Migration of Mexican Indocumentados as a

Settlement Process: Implications for Work.

Pub Date—Sep 82

Note—58p.; Produced as part of the Texas Indocumentado Study at the University of Texas, Austin; Also contained in UD 023 679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Employment Level, Family (Sociological Unit), \*Foreign Workers, \*Labor Market, \*Land Settlement, \*Mexicans, Models, Occupational Aspiration, Occupational Mobility, Relocation, \*Social Integration, \*Undocumented Immigrants, Work Environment

Identifiers—Texas Indocumentado Study

Based on an ethnographic study of Austin and San Antonio, Texas, this paper deals with the settlement process by which "indocumentados" (undocumented Mexican workers) and their families integrate themselves into U.S. society and its labor market and the multiple strategies they use to sustain themselves socially and economically. The study shows that considerable separation and insularity characterize the settlement process. Undocumented workers maintain a certain social distance

even from the Mexican-Americans in the community. This both indicates some containment of their labor market mobility and suggests that national origin per se is not the sole dimension of ethnicity determining how workers fare in the U.S. occupational structure. Undocumented workers do not attain status through occupational mobility, but rather by financial accumulation. Their prospects for mobility in the U.S. occupational structure are largely intergenerational; few undocumented workers themselves escape the exploitation of low-skilled, low-paying jobs. (CMG)

**ED 246 165** UD 023 688  
**City High Schools: A Recognition of Progress. A Ford Foundation Report.**  
 Ford Foundation, New York, N.Y.  
 Report No.—ISBN-0-916584-23-2  
 Pub Date—84  
 Note—114p.

Available from—Ford Foundation, P.O. Box 559, Naugatuck, CT 06770 (\$4.50 + \$1.00 handling; \$3.60 per copy + handling for 10 copies or more).  
 Pub Type—Reports - General (140)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Demonstration Programs, \*Educational Improvement, \*High Schools, \*Improvement Programs, \*Program Descriptions, \*Program Implementation, \*Recognition (Achievement), \*Urban Schools

**Identifiers**—\*City High School Recognition Program, \*Ford Foundation  
 The Ford Foundation's City High School Recognition Program (conducted in 1982-83), was designed to find, document, and recognize the overall progress made in recent years by inner city high schools that previously had been failing. Through a blend of \$1,000 recognition awards and \$20,000 project grants, the program sought to reinforce the most promising educational activities within these schools and to heighten public interest in them. This report begins by describing the conception and implementation of the program and continues with sections giving the impressions of the site visitors who examined each participating school and a sampling of schools' and communities' responses to the awards and grants. The final sections sum up what the recognized schools had in common, factors involved in improvement, and major problems still facing inner-city high schools. Appendices list recipients of the awards and grants, site visitors, award/grant selection panels, and statistics about the cities and schools in the program. (CMG)

**ED 246 166** UD 023 690  
**Cuellar, Jose B. Stanford, E. Percil**  
**A Guide to Minority Aging References.**  
 San Diego State Univ., CA. Univ. Center on Aging. Spons Agency—Administration on Aging (DHHS), Washington, D.C. Federal Council on the Aging.  
 Report No.—DHHS-OHDS-83-20914  
 Pub Date—83  
 Grant—0090-AR-0022  
 Note—206p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

**EDRS Price - MF01/PC09 Plus Postage.**  
**Descriptors**—Educational Gerontology, Employment, Family Relationship, Health, Housing, Income, Leisure Time, Literature Reviews, \*Minority Groups, Nutrition, \*Older Adults, Physical Mobility, Public Policy, Retirement, Social Networks

The approximately 1500 references in this document comprise a comprehensive list of the published and unpublished material on aging minorities in the United States and its territories. The bibliography is divided into six major parts. The first four are ethnic-specific, dealing with American Indian/Alaska Native, Hispanic, Black and Pacific/Asian populations, respectively. The fifth part is a multi-ethnic bibliography, which includes all works dealing with more than one major ethnic category. Each citation in these five parts is assigned one major subject code from the following list: Health, Nutrition, Social Networks/Family Relations, Income/Economics, Transportation/Mobility, Mental Health, Education, Leisure/Recreation, Literature Review/Overview, Public Policy/Legislation/Legal, Housing/Living Arrangements, and Employment Retirement. The sixth major part of the document is a nontopical bibliography; this contains minority aging references that were identified but not analyzed as to subject because of availability or time

constraints. Lists of the bibliographies consulted during preparation of the document and of bibliographies identified but not consulted appear at the end of the document, as do explanations of the ethnic and subject codes used. (CMG)

**ED 246 167** UD 023 693  
**Willie, Charles Vert And Others**  
**School Desegregation Plans That Work. Contributions to the Study of Education, Number 10.**  
 Report No.—ISBN-0-313-24051-5  
 Pub Date—84  
 Note—239p.  
 Available from—Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 (\$25.95).  
 Pub Type—Reports - General (140)  
**Document Not Available from EDRS.**

**Descriptors**—\*Desegregation Litigation, \*Desegregation Plans, Elementary Secondary Education, Equal Education, Integration Readiness, Models, Racial Balance, \*Racial Integration, \*School Desegregation, Social Influences, Urban Education  
**Identifiers**—Atlanta Public Schools GA, Boston Public Schools MA, Milwaukee Public Schools WI, Seattle Public Schools WA

This policy study reviews American school desegregation plans in general and in four cities (Atlanta, Boston, Milwaukee, and Seattle) in particular. Chapter 1 focuses on relevant court decisions from 1954 to the present. Chapter 2 encapsulates the interaction of States, communities, and courts and presents the study's criteria for plan effectiveness. Chapter 3 discusses the study's scope and data collection, and compares the social history of each subject city. (Of the four, only Seattle's plan was initiated without a court order, but each plan is considered relatively successful). Chapters 4-5 discuss State and local planning at a general level. Chapters 6-9 (by Robert A. Dentler, David A. Bennett, William Maynard, and Alonzo A. Crim and Nancy J. Emmons, respectively) are detailed evaluative statements authored by participants in development and implementation of plans in each city. They present the plan models of each city. These models are then evaluated in the following three chapters: Chapter 10 (co-authored by Charles V. Willie and Michael Fultz) argues that mandatory desegregation is unrelated to white flight. Chapters 11 and 12 analyze, respectively, community organization in Seattle and black leadership in Atlanta. The concluding chapter (13) provides a comparative analysis of model school desegregation plans (by Willie and Fultz). The Appendix contains the essay outline prepared by the main author and used by field consultants. (KH)

**ED 246 168** UD 023 694  
**What Can Schools Do? Report to the Massachusetts Board of Education on the Role of Schools in Preparing Youth for Employment.**  
 Massachusetts State Dept. of Education, Boston; Northeast Regional Exchange, Inc., Chelmsford, MA.  
 Spons Agency—National Inst. of Education (ED), Washington, DC.  
 Pub Date—Dec 83  
 Grant—NIE-G-82-0017  
 Note—34p.; Produced by the Task Force on Public School Youth, Education, and Employment.  
 Pub Type—Reports - General (140)  
**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Access to Education, Basic Skills, \*Board of Education Policy, Equal Education, High Schools, Job Skills, \*Job Training, Noncollege Bound Students, \*Out of School Youth, \*Program Improvement, School Business Relationship, School Role, \*State Boards of Education, \*Youth Employment  
**Identifiers**—\*Massachusetts

The Massachusetts Board of Education Task Force on Public School Youth, Education, and Employment concluded that, in general, the structure of effective policy in the area of preparing youth for employment was already in place. Given changes in workplace requirements and problems schools currently face, however, it was determined that the State Board needed to revise its policies regarding youth employment preparation. The Task Force recommended specifically that the State Board (1) set statewide goals and standards in basic skills for all grades; (2) include employability skills in the State Basic Skills Improvement Policy; (3) provide the leadership and financial support needed for school youths' employment preparation programs; (4) actively encourage the development of educational partnerships at state and local levels; (5) en-

sure that all young people have equal access to and equity in programs which prepare them for employment; and (6) ensure internal and external coordination of a comprehensive policy on the preparation of youth for employment. (CMG)

**ED 246 169** UD 023 695  
**Rhodes, Emma E.**  
**Developing Positive Self Concepts in Black Youth via Positive Black Role Models. Educational Specialist Project.**  
 Pub Date—12 Apr 84  
 Note—18p.  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors**—\*Attitude Change, Black Attitudes, \*Black Youth, \*Negative Attitudes, Questionnaires, \*Role Models, \*Self Concept  
**Identifiers**—Arkansas (Little Rock)

In an investigation of why Black youth in the greater Little Rock area appear to have low self-concepts, 197 Black adults were interviewed. Interviewees included professionals and nonprofessionals and the employed and unemployed. The average age was 33. Approximately 60 percent agreed that the majority of Black youth have a poor self-concept. Reasons given for this, starting with the one cited most often, were lack of motivation, the fact that negative self-concepts are ingrained by society and the traditional Black background, lack of positive role models, lack of education or marketable skills, and poor economic conditions. Of the 197 interviewed, 167 thought that the greatest responsibility for developing positive self-concept in Black youth lies in the home and that other institutions can do little to change self-concept if it is not fostered at home. Roughly three-fifths felt they were having a positive impact on local youth, but almost all felt that they should be doing more and expressed willingness to become involved in any pertinent programs. Seventy percent felt that a person's past influences his/her self-concept. Finally, 80 percent felt that being Black does not in itself cause poor self-concept. (CMG)

**ED 246 170** UD 023 702  
**Gonzalez, Josue M.**  
**Short Answers to Common Questions about Bilingual Education. Special Report.**  
 National Council of La Raza, Washington, D.C.  
 Pub Date—81  
 Note—8p.  
 Available from—Agenda, National Council of La Raza, 1725 Eye Street, N.W., Second Floor, Washington, DC 20006 (1-25 copies, \$7.75; more than 25 copies, 10 percent off total order).  
 Journal Cit—Agenda; 4th quarter 1981  
 Pub Type—Reports - General (140) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors**—\*Bilingual Education, \*Cultural Pluralism, \*Elementary Secondary Education, Family School Relationship, \*Hispanic Americans, Immigrants, Minority Groups, \*Multicultural Education

This report answers questions commonly asked about bilingual education in the United States, by persons who may be puzzled and wish to have more information. The questions addressed are: (1) What exactly is bilingual education and why is it so important to Hispanics? (2) Other immigrant groups of the past did not need bilingual education. Why is it needed now? (3) Why not concentrate on learning English by using it as the exclusive language of instruction? (4) Why didn't the U.S. Supreme Court require bilingual education? (5) Doesn't the use of the home language in school become a crutch that can slow down children's transition into English? (6) The rationale for bilingual education seems sound enough, but why does it also have to be bicultural? Why do the schools have to teach anything other than the mainstream American culture? (7) Isn't there a greater danger of segregation in bilingual education than in monolingual education because of the language grouping practices that are used? (8) Why is the research evidence on the effectiveness of bilingual education so inconclusive? It seems uncertain whether bilingual education really "works." (9) Quebec has had major problems with bilingualism. Isn't bilingual education going to create the same problems here? (KH)

**ED 246 171** UD 023 703  
**McKay, Emily Schroyer-Portillo, Janet**  
**Block Grants and Their Civil Rights Implications, Series (B)—Background.**

National Council of La Raza, Washington, D.C.  
Pub Date—10 May 83

Note—17p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Block Grants, Categorical Aid, \*Civil Rights, Civil Rights Legislation, \*Federal Aid, \*Federal State Relationship, \*Resource Allocation, Revenue Sharing

Identifiers—Reagan Administration

Federal block grants, in contrast to categorical programs and revenue sharing, allow states and localities considerable flexibility in meeting needs within broad functional areas; but, they are also designed to assure that funds are spent to pursue national objectives. Before 1981, block grants included varying levels of recipient accountability requirements. These requirements tended to increase over time. Then, in 1981, Congress approved nine new block grants. These incorporated all but one of the five block grants that were already existing. The new block grants were narrower than grants proposed by President Reagan, but they reduced the number of programs and funding levels by as much as 34 percent. Since 1982, the Reagan Administration has made further proposals to consolidate the grants and to reduce federal intervention; Congress hasn't yet (as of 10 May 1983) considered these proposals. Critics worry about negative effects of the new block grants, especially problems of targeting, non-discrimination, and meeting the needs of low-income persons and others requiring special services. Opponents also fear that, with less federal oversight, state and local governments will not be as inclined to pursue civil rights. Although all the recent block grants include some civil rights provisions, none provides the assurance of the narrower categorical programs. (KH)

ED 246 172

UD 023 704

Tobias, Robert And Others

Project ESL-SEDAC. O.E.E. Annual Evaluation

Report, E.S.E.A. Title VII, 1982-83.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Pub Date—[84]

Note—28p.; Prepared by the O.E.E./Special Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Gains, Career Education, Curriculum Development, \*Daily Living Skills, Elementary Secondary Education, \*English (Second Language), Language Skills, \*Limited English Speaking, \*Program Effectiveness, Program Evaluation, \*Special Education, Staff Development

Identifiers—\*New York (New York)

During 1982-83, the first of three projected program cycles, the Title VII English as a Second Language, Special Education Developmental Approach Curriculum Project (ESL-SEDAC) provided direct instruction to 246 handicapped limited English proficient students in schools throughout New York City. Resource assistance, staff development, and parent training activities were also part of the program. Despite some delays in implementation, the project was initiated successfully, and all program objectives were fully or partially attained. The proposed criteria for student achievement were met in English language listening, speaking, reading, and writing; and responses on participant questionnaires indicated that the staff development workshops were effective and well received. The program also made progress toward full attainment of its parent involvement objective. Finally, the program compiled and field-tested a comprehensive curriculum, "Day by Day in English: An ESL-SEDAC Daily Living Skills Curriculum Guide," which will be printed and ready for distribution early in the 1983-84 cycle. The following recommendations are offered for continued program effectiveness: (1) continue to provide services to students, parents, and classroom teachers; and (2) consider conducting an assessment of training needs of staff, depending on their prior training, experience, and the language backgrounds of their students. (Author/GC)

ED 246 173

UD 023 705

Villegas, Ana Maria Schulman, Robert

Walton High School, Bilingual Basic Skills

through Interdisciplinary Career Orientation.

O.E.E. Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Mar 84

Grant—G008005983

Note—78p.; For related documents, see ED 218

410 and ED 230 641; Prepared by the O.E.E.

Bilingual Education Evaluation Unit.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Achievement Gains, Bilingual Education Programs, \*Career Awareness, English (Second Language), \*Limited English Speaking, Native Language Instruction, Parent Participation, \*Program Effectiveness, Program Evaluation, Spanish Speaking, Staff Development, \*Transitional Programs

Identifiers—\*New York (Bronx)

The program described here provided instruction in ESL and native language studies, as well as bilingual instruction in mathematics, social studies, science, and career education, to 240 Spanish-speaking students of limited English proficiency. The emphasis of this program—in its third and final year at Walton High School (Bronx, New York)—was one of facilitating transition to the educational mainstream through the development of English proficiency. Program activities and services were supported by a combination of Title VII, tax-levy, Chapter 1, and other funds. These services included an instructional and non-instructional component, development of curriculum materials, personal and academic counseling, referrals to outside agencies, family contacts, staff development, and parent involvement activities. Quantitative analysis of student achievement indicated that, with few exceptions, the performance of program students met or surpassed most of the program's criteria. The attendance rate for program students was significantly higher than the rate for the school as a whole. (GC)

ED 246 174

UD 023 706

Collazo-Levy, Dora Villegas, Jose

Project Parents: Awareness, Education, and Involvement. O.E.E. Evaluation Report, 1982-

1983.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Spons Agency—Department of Education, Washington, DC.

Pub Date—May 84

Grant—G00-800-7040

Note—57p.; For related documents, see ED 215

070 and ED 231 919; Prepared by the O.E.E.

Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Gains, Elementary Education, \*English (Second Language), \*High School Equivalency Programs, \*Limited English Speaking, Mathematics Achievement, \*Parent Participation, Parent School Relationship, \*Program Effectiveness, Program Evaluation, Reading Achievement, Spanish Speaking, Staff Development

Identifiers—\*New York (New York)

Project Parents was a three-year program designed to increase parental participation in the educational process. Originally implemented in two community school districts at four school sites, the project focused on parents of Spanish-, French/Creole-, Greek- and Italian-speaking primary level students with limited English language skills. Parents participated in classes in ESL and in high school equivalency test preparation. In addition, program staff offered workshops designed to increase parent understanding of New York City school system operations and role-playing workshops designed to increase parents' self-confidence in being advocates for their children. Also taking place as part of Project Parents was the ongoing evaluation and acquisition of curriculum materials, the development of materials for those language groups for which commercial items were scarce, and staff development activities. Participating parents were assessed in high school equivalency and attendance. Their children were assessed in English and Spanish language ability, English reading, and mathematics. Quantitative analysis of parent and student achievement indicated that (1) gains made by program students in listening/speaking and reading/writing were statistically significant; (2) in Spanish, students demonstrated no significant change in listening/speaking (due to high pre-test performance), but improved their reading/writing test scores; (3)

moderate to large gains were made on the California Achievement Test; (4) third graders made large gains in mathematics; and (5) 19 participating parents passed the General Equivalency Diploma examination. (Author/GC)





## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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**Descriptor** \_\_\_\_\_ **Microcomputers**  
**Title** \_\_\_\_\_ Public Education and Electronic Technologies.  
 ED 226 725 \_\_\_\_\_ **Accession Number**

**Identifier** \_\_\_\_\_ **National Assessment of Educational Progress**  
**Title** \_\_\_\_\_ Reading, Science, and Mathematics Trends. A  
 Closer Look.  
 ED 227 159 \_\_\_\_\_ **Accession Number**

### ABI INFORM

Development and Implementation of a Hierarchical Classification System for the ABI/INFORM Database.

ED 245 703

A Guide to Searching ONTAP ABI/INFORM.  
 ED 245 691

### Ability

Hope for Late Bloomers: Another Look at the Primacy Effect in Ability Attribution.

ED 245 154

### Ability Grouping

Egalitarian versus Elitist Use of Ability Grouping.

ED 245 821

The Impact of Sex, Ability, and Item Type on Mathematics Performance.

ED 245 935

### Abstract Reasoning

Conceptualization, Abstract Skills and Reading Comprehension.

ED 245 202

The GRE Analytical Score as a Predictor for Admission to Ph.D. Candidacy: A Two Year Study.

ED 246 102

### Abstracts

Resources in Education (RIE). Volume 19, Number 11.

ED 245 058

### Academic Ability

The Effects of Sex and Ability on Performance in Mathematics Skill Areas.

ED 245 936

Parental Attitude in the San Diego Area regarding Foreign Language Study at the Elementary School Level.

ED 245 532

### Academic Achievement

Academic Attributions for Success and Failure among Asian Americans.

ED 246 145

Achievement Results from Five Years of Mandated School Improvement Planning.

ED 245 324

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Class Size and Achievement among College Students.

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The Effect of School Size on Student Outcomes. Final Report.

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ED 245 346

Improving Student Performance in California: Analysis of First Year's Education Legislation.

ED 246 149

Investigations in Science Education. Volume 10, Number 1.

ED 245 941

Investment for American Leadership.

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Language and Literacy Learning in Bilingual Instruction: Preliminary Report. Descriptive Studies-Asian, Spanish, Navajo.

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Academic Advising: The Pivotal Point. Proceedings of the National Conference on Academic Advising. (5th, Indianapolis, Indiana, October 11-14, 1981).

ED 245 577

Effectiveness of a Computerized Academic Alert System on Student Performance.

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Academic Library Development Program. Report of the Self-Study.

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Status and Future Directions of Online Search Services in Georgia Academic Libraries.

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- Study Group on Excellence in Education-Final Report (Fort Collins, Colorado, March 1984). ED 246 007  
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Alcohol and the Elderly. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session (June 10, 1983, Astoria, N.Y.).  
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The Advanced Program of Vocational Agriculture in Louisiana. Ag III and Ag IV (11th and 12th Grades). Volume I. Bulletin No. 1725.  
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ED 245 093

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The Advanced Program of Vocational Agriculture in Louisiana. Ag III and Ag IV (11th and 12th Grades). Volume I. Bulletin No. 1725.  
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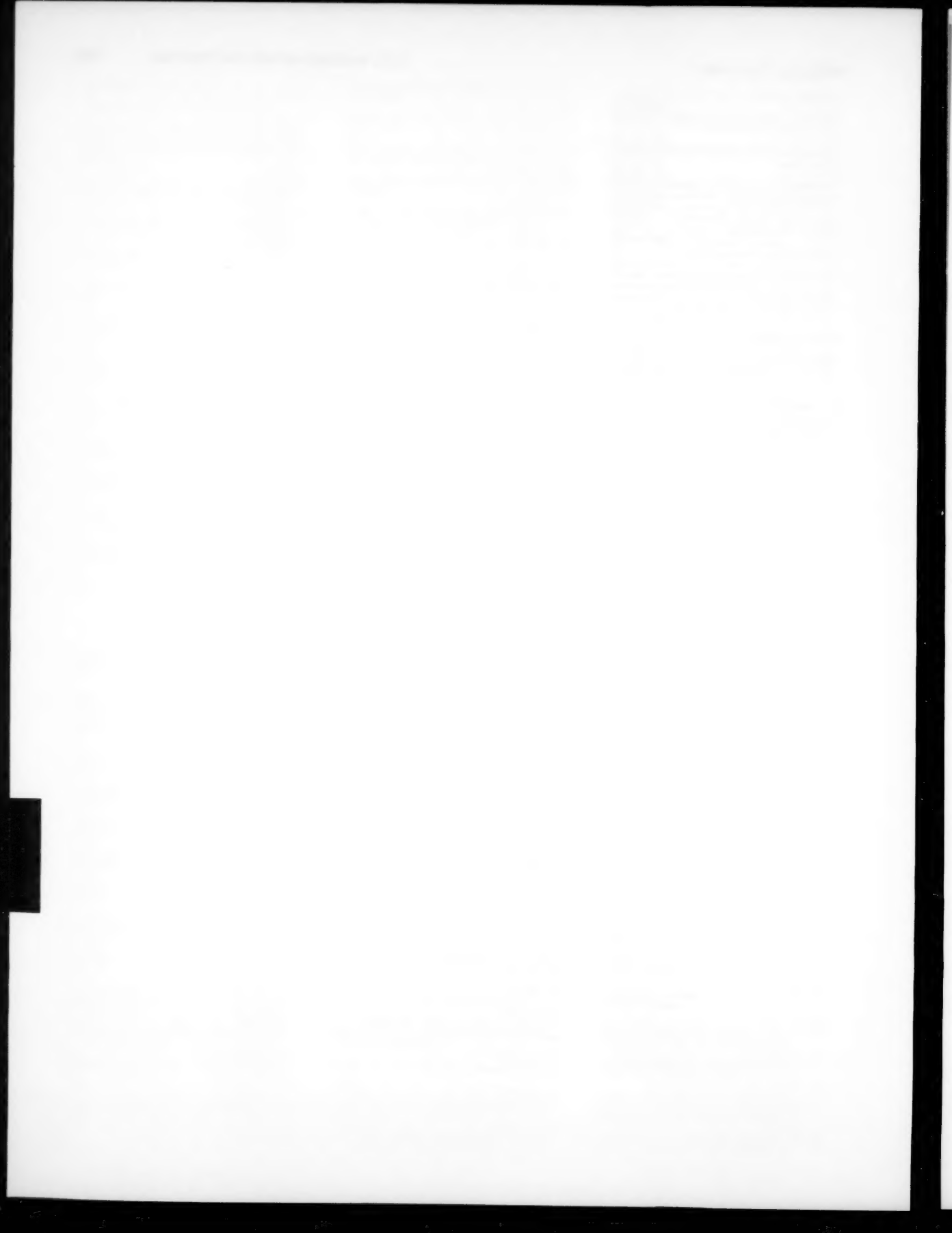
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| EC —Handicapped and Gifted Children         | SP —Teacher Education                                    |
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| CE039097 | ED245096 | CG017525 | ED245154 | CS007713 | ED245212   | CS208450 | ED245271 |
| CE039100 | ED245097 | CG017526 | ED245155 | CS007714 | ED245213   | CS208451 | ED245272 |
| CE039103 | ED245098 | CG017527 | ED245156 | CS007715 | ED245214   | CS208472 | ED245273 |
| CE039106 | ED245099 | CG017528 | ED245157 | CS007716 | ED245215   | CS208477 | ED245274 |
| CE039107 | ED245100 | CG017530 | ED245158 | CS007717 | ED245216   | CS208478 | ED245275 |
| CE039108 | ED245101 | CG017531 | ED245159 | CS208060 | ED245217   | CS208479 | ED245276 |
| CE039109 | ED245102 | CG017532 | ED245160 | CS208061 | ED245218   | CS208482 | ED245277 |
| CE039111 | ED245103 | CG017533 | ED245161 | CS208062 | ED245219   | CS208483 | ED245278 |
| CE039112 | ED245104 | CG017534 | ED245162 | CS208187 | ED245220   | CS504448 | ED245279 |
| CE039113 | ED245105 | CG017535 | ED245163 | CS208238 | ED245221   | CS504565 | ED245280 |
| CE039115 | ED245106 | CG017536 | ED245164 | CS208244 | ED245222   | CS504599 | ED245281 |
| CE039123 | ED245107 | CG017537 | ED245165 | CS208254 | ED245223   | CS504607 | ED245282 |
| CE039128 | ED245108 | CG017538 | ED245166 | CS208255 | ED245224   | CS504614 | ED245283 |
| CE039132 | ED245109 | CG017539 | ED245167 | CS208258 | ED245225   | CS504617 | ED245284 |
| CE039138 | ED245110 | CG017540 | ED245168 | CS208273 | ED245226   | CS504618 | ED245285 |
| CE039139 | ED245111 | CG017541 | ED245169 | CS208287 | ED245227   | CS504622 | ED245286 |
| CE039141 | ED245112 | CG017542 | ED245170 | CS208288 | ED245228   | CS504624 | ED245287 |
| CE039146 | ED245113 | CG017543 | ED245171 | CS208299 | ED245229   | CS504626 | ED245288 |
| CE039149 | ED245114 | CG017544 | ED245172 | CS208301 | ED245230   | CS504627 | ED245289 |
| CE039155 | ED245115 | CG017545 | ED245173 | CS208310 | ED245231   | CS504628 | ED245290 |
|          |          |          |          |          |            |          | ED245291 |

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|----------|----------|----------|----------|----------|------------|----------|------------|
| CS504629 | ED245292 | EA016937 | ED245387 | EC162842 | ED245482   | HE015475 | ED245577   |
| CS504630 | ED245293 | EA016938 | ED245388 | EC162843 | ED245483   | HE016657 | ED245578   |
| CS504635 | ED245294 | EA016939 | ED245389 | EC162844 | ED245484   | HE016951 | ED245579   |
| CS504639 | ED245295 | EA016940 | ED245390 | EC162845 | ED245485   | HE017145 | ED245580// |
|          |          | EA016941 | ED245391 | EC162846 | ED245486   | HE017212 | ED245581// |
| EA016645 | ED245296 | EA016942 | ED245392 | EC162847 | ED245487   | HE017213 | ED245582// |
| EA016802 | ED245297 | EA016943 | ED245393 | EC162848 | ED245488   | HE017281 | ED245583   |
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| EA016828 | ED245302 | EA016950 | ED245398 | EC162853 | ED245493   | HE017287 | ED245588   |
| EA016830 | ED245303 | EA016951 | ED245399 | EC162854 | ED245494   | HE017292 | ED245589   |
| EA016831 | ED245304 | EA016952 | ED245400 | EC162855 | ED245495   | HE017294 | ED245590   |
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| EA016846 | ED245312 | EA016963 | ED245408 | EC162867 | ED245503   | HE017322 | ED245598   |
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| EA016849 | ED245315 | EA016966 | ED245411 | EC162891 | ED245506   | HE017326 | ED245601   |
| EA016850 | ED245316 | EA016970 | ED245412 | EC162897 | ED245507   | HE017327 | ED245602   |
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| EA016865 | ED245325 | EC162483 | ED245420 | EC170011 | ED245516   | HE017336 | ED245611   |
| EA016866 | ED245326 | EC162484 | ED245421 | EC170012 | ED245517   | HE017337 | ED245612   |
| EA016867 | ED245327 | EC162485 | ED245422 | EC170013 | ED245518   | HE017338 | ED245613   |
| EA016868 | ED245328 | EC162489 | ED245423 | EC170014 | ED245519   | HE017339 | ED245614   |
| EA016869 | ED245329 | EC162701 | ED245424 | EC170015 | ED245520   | HE017340 | ED245615   |
| EA016870 | ED245330 | EC162702 | ED245425 | EC170016 | ED245521   | HE017341 | ED245616   |
| EA016871 | ED245331 | EC162703 | ED245426 | EC170017 | ED245522   | HE017342 | ED245617   |
| EA016872 | ED245332 | EC162704 | ED245427 | EC170018 | ED245523   | HE017343 | ED245618   |
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| EA016875 | ED245335 | EC162707 | ED245430 | EC170097 | ED245526   | HE017346 | ED245621   |
| EA016876 | ED245336 | EC162708 | ED245431 |          |            | HE017347 | ED245622   |
| EA016877 | ED245337 | EC162709 | ED245432 | FL014331 | ED245527   | HE017348 | ED245623   |
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| EA016881 | ED245339 | EC162711 | ED245434 | FL014334 | ED245529   | HE017350 | ED245625   |
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| EA016883 | ED245341 | EC162713 | ED245436 | FL014352 | ED245531   | HE017352 | ED245627   |
| EA016884 | ED245342 | EC162714 | ED245437 | FL014354 | ED245532   | HE017353 | ED245628   |
| EA016886 | ED245343 | EC162715 | ED245438 | FL014369 | ED245533   | HE017354 | ED245629   |
| EA016887 | ED245344 | EC162716 | ED245439 | FL014371 | ED245534   | HE017355 | ED245630   |
| EA016888 | ED245345 | EC162717 | ED245440 | FL014372 | ED245535   | HE017356 | ED245631   |
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| EA016895 | ED245351 | EC162724 | ED245446 | FL014389 | ED245541   | HE017383 | ED245637   |
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| EA016900 | ED245356 | EC162729 | ED245451 | FL014394 | ED245546   | HE017409 | ED245642   |
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| EA016902 | ED245358 | EC162731 | ED245453 | FL014396 | ED245548   | HE017411 | ED245644   |
| EA016903 | ED245359 | EC162732 | ED245454 | FL014397 | ED245549   | HE017412 | ED245645   |
| EA016904 | ED245360 | EC162733 | ED245455 | FL014398 | ED245550   | HE017413 | ED245646   |
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| EA016910 | ED245362 | EC162735 | ED245457 | FL014400 | ED245552   | HE017415 | ED245648   |
| EA016911 | ED245363 | EC162736 | ED245458 | FL014401 | ED245553   | HE017416 | ED245649   |
| EA016912 | ED245364 | EC162737 | ED245459 | FL014403 | ED245554   | HE017417 | ED245650   |
| EA016913 | ED245365 | EC162738 | ED245460 | FL014415 | ED245555   | HE017418 | ED245651   |
| EA016915 | ED245366 | EC162739 | ED245461 | FL014416 | ED245556// | HE017419 | ED245652   |
| EA016916 | ED245367 | EC162741 | ED245462 | FL014417 | ED245557// | HE017421 | ED245653   |
| EA016917 | ED245368 | EC162742 | ED245463 | FL014418 | ED245558   | HE017422 | ED245654   |
| EA016918 | ED245369 | EC162743 | ED245464 | FL014420 | ED245559   | HE017423 | ED245655   |
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| EA016920 | ED245371 | EC162745 | ED245466 | FL014422 | ED245561   | HE017425 | ED245657   |
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| EA016922 | ED245373 | EC162747 | ED245468 | FL014424 | ED245563// | IR011147 | ED245658   |
| EA016923 | ED245374 | EC162748 | ED245469 | FL014425 | ED245564// | IR011148 | ED245659   |
| EA016924 | ED245375 | EC162749 | ED245470 | FL014426 | ED245565   | IR011149 | ED245660   |
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| EA016930 | ED245381 | EC162836 | ED245476 | FL014432 | ED245571   | IR011156 | ED245666   |
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| IR011164 | ED245672 | JC840389 | ED245767 | RC014807 | ED245860 | SO015709 | ED245953 |
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| IR011166 | ED245674 | JC840391 | ED245769 | RC014809 | ED245862 | SO015712 | ED245955 |
| IR011167 | ED245675 | JC840392 | ED245770 | RC014812 | ED245863 | SO015713 | ED245956 |
| IR050733 | ED245676 | JC840393 | ED245771 | RC014814 | ED245864 | SO015716 | ED245957 |
| IR050748 | ED245677 | JC840394 | ED245772 | RC014815 | ED245865 | SO015717 | ED245958 |
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| IR050752 | ED245680 | JC840397 | ED245775 | RC014819 | ED245868 | SO015721 | ED245961 |
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| IR050759 | ED245687 | PS014048 | ED245780 |          |          | SO015728 | ED245968 |
| IR050760 | ED245688 | PS014049 | ED245781 |          |          | SO015729 | ED245969 |
| IR050761 | ED245689 | PS014050 | ED245782 | SE044505 | ED245875 | SO015730 | ED245970 |
| IR050762 | ED245690 | PS014051 | ED245783 | SE044569 | ED245876 | SO015731 | ED245971 |
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| IR050765 | ED245693 | PS014054 | ED245786 | SE044572 | ED245879 | SO015735 | ED245974 |
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| IR050770 | ED245698 | PS014300 | ED245791 | SE044577 | ED245884 | SO015740 | ED245979 |
| IR050771 | ED245699 | PS014301 | ED245792 | SE044578 | ED245885 | SO015741 | ED245980 |
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| IR050775 | ED245703 | PS014314 | ED245796 | SE044622 | ED245889 | SO015752 | ED245984 |
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| IR050778 | ED245706 | PS014333 | ED245799 | SE044625 | ED245892 | SO015761 | ED245987 |
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| IR050782 | ED245709 | PS014337 | ED245802 | SE044628 | ED245895 | SO015764 | ED245990 |
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| JC840350 | ED245734 | PS014416 | ED245829 | SE044655 | ED245922 | SP024780 | ED246015 |
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| JC840352 | ED245736 | PS014419 | ED245831 | SE044657 | ED245924 | SP024795 | ED246017 |
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| JC840361 | ED245744 | PS014430 | ED245839 | SE044665 | ED245932 | SP024892 | ED246025 |
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| JC840363 | ED245746 | PS014433 | ED245841 | SE044667 | ED245934 | SP024894 | ED246027 |
| JC840367 | ED245747 | PS014435 | ED245842 | SE044668 | ED245935 | SP024895 | ED246028 |
| JC840368 | ED245748 | PS014439 | ED245843 | SE044669 | ED245936 | SP024896 | ED246029 |
| JC840369 | ED245749 | PS014445 | ED245844 | SE044670 | ED245937 | SP024897 | ED246030 |
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# THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

## ADAPTIVE TESTING

Feb. 1984

- SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
- UF Flexilevel Testing  
Response Contingent Testing  
Stradapive Testing  
Tailored Testing

## Aerobic Dance

USE AEROBICS; DANCE

## AEROBICS

Jun. 1984

- SN System of physical conditioning focused on expanding cardiovascular capacity through vigorous exercise and high oxygen intake

## ANDRAGOGY

Mar. 1984

- SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness
- UF Androgogy

## BADMINTON

Jun. 1984

## Computer Programs (Del Jun84)

USE COMPUTER SOFTWARE

## COMPUTER SOFTWARE

Jun. 1984

- SN Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101 and should not be used except as the subject of a document—this restriction was not carried prior to Jun84 under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware")
- UF Computer Program Documentation  
Software (Computers)

## Computerized Adaptive Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Adaptive Testing" as USE Reference)

## Computerized Tailored Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

## COURSEWARE

Jun. 1984

- SN Computer software and accompanying documentation written for instructional applications (note: prior to Jun84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")
- UF Instructional Software

## DISLOCATED WORKERS

Mar. 1984

- SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased

- competition, automation, or market fluctuations
- UF Disemployment  
Displaced Workers

## DOCUMENTATION

Jul. 1966

- SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

## EARLY RETIREMENT

Mar. 1984

- SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

## EDUCATIONAL ASSESSMENT

Jan. 1974

- SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

## FENCING (SPORT)

Jun. 1984

- UF Epee Fencing

## HANDICAP DISCRIMINATION

Jun. 1984

- SN Restriction or denial of rights, privileges, and choice because of physical, mental, or sensory impairment

## HELPING RELATIONSHIP

Nov. 1970

- SN (Scope Note Changed) Relationship characterized by the provision of assistance—helping behavior may be one-sided or reciprocal

## High Technology

USE TECHNOLOGICAL ADVANCEMENT

## Illegal Immigrants (Del Feb84)

USE UNDOCUMENTED IMMIGRANTS

## INSTRUCTIONAL MATERIAL

### EVALUATION

Jun. 1984

- SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)

## MARITIME EDUCATION

Feb. 1984

- SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

## MARXIAN ANALYSIS

Mar. 1984

- SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)
- UF Marxist Criticism

## MARXISM

Mar. 1984

- SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—

distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society

- UF Dialectical Materialism

## MONTE CARLO METHODS

Mar. 1984

- SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

## NONTENURED FACULTY

Feb. 1984

- SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships
- UF Nontenured Teachers  
Untenured Faculty

## OCEANOGRAPHY

Mar. 1980

- SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

## RACQUET SPORTS

Jun. 1984

- UF Racket Sports

## RACQUETBALL

Jun. 1984

## ROBOTICS

Mar. 1984

- SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control
- UF Industrial Robotics  
Robots

## SMALL ENGINE MECHANICS

Mar. 1984

- SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

## STUDENT TEACHER ATTITUDES

Jun. 1984

- SN Attitudes of, not toward, student teachers

## TEAM SPORTS

Jun. 1984

## UNDOCUMENTED IMMIGRANTS

Feb. 1984

- SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas
- UF Alien Illegality  
Illegal Aliens  
Immigrant Illegality

## Undocumented Workers

USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS





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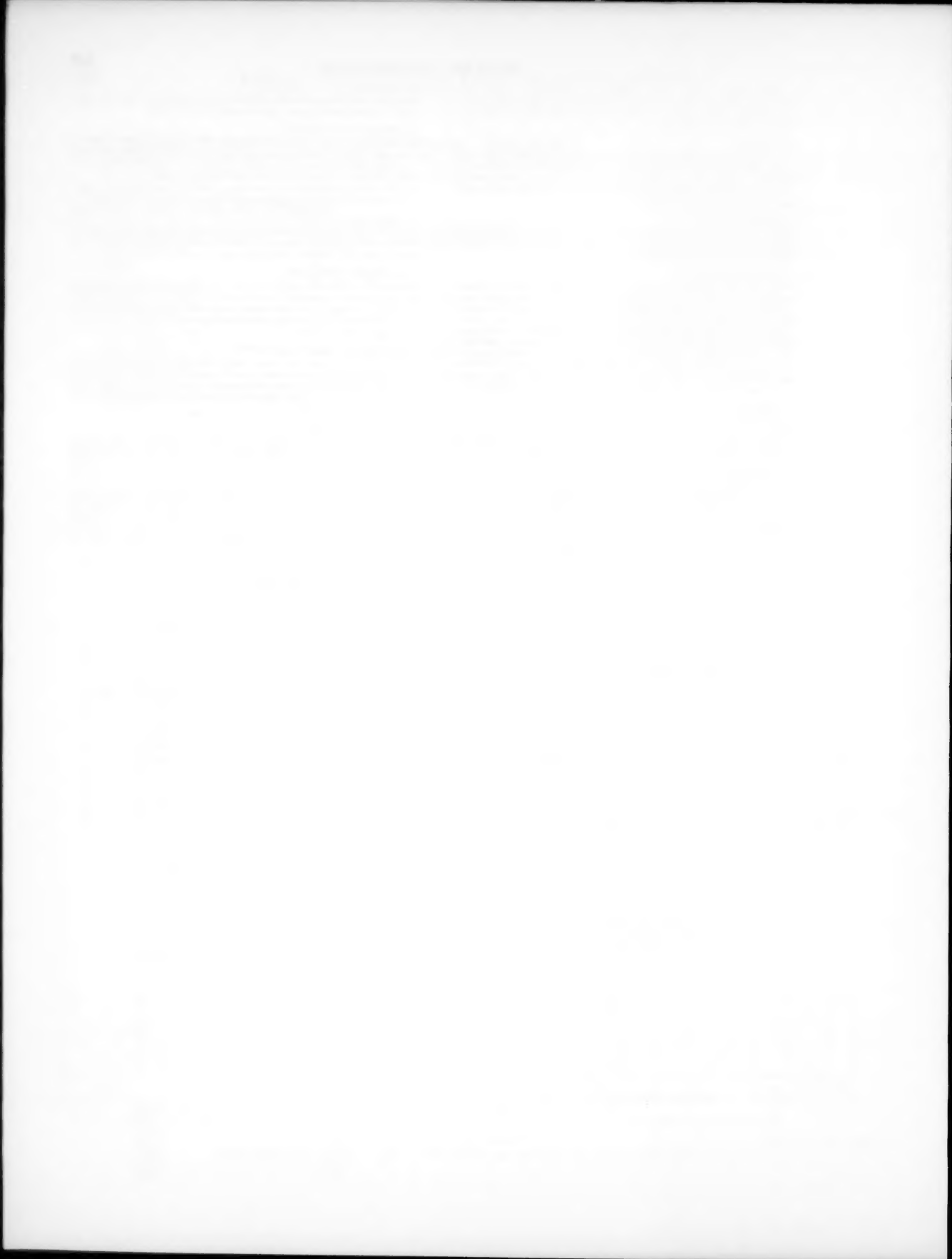
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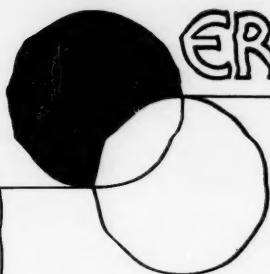
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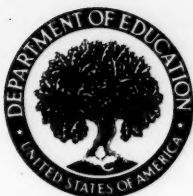
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